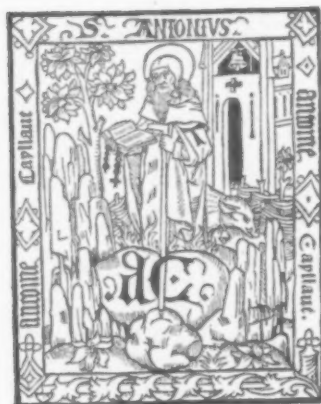


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# THE LIBRARY QUARTERLY



VOLUME IV · OCTOBER 1934 · NUMBER 4  
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# THE LIBRARY QUARTERLY

A Journal of Investigation and Discussion in the Field of Library Science

Established by The Graduate Library School of the University of Chicago with the Co-operation of The American Library Association, The Bibliographical Society of America, and The American Library Institute.

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# THE LIBRARY QUARTERLY

Volume IV

OCTOBER 1934

Number 4

## PLEA FOR A PHILOSOPHY OF LIBRARIANSHIP

*Philosophia vero omnium mater artium*

THE purpose of this paper is fourfold: (1) to point out the lack of any adequate existing philosophy of librarianship; (2) to consider briefly the place of the philosophical approach to the study of librarianship; (3) to indicate some of the ways in which the lack of a professional philosophy has proved a detriment, or, put positively, the ways in which the creation of a philosophy would prove advantageous; and (4) to suggest briefly some of the problems and questions which should be considered in the formulation of such a philosophy. Because civilizations and national cultures are what they are, and because they differ so markedly from each other, the discussion which follows is limited to American librarianship. The validity of this limitation will be apparent if one considers how different must of necessity be the organization, administration, functions, aims, and hence philosophical bases of librarianship in, for example, Fascist Italy, Nazi Germany, and the United States. But the author believes that much of what follows is applicable to librarianship generally.

### I

Twenty-two centuries before Voltaire invited those who wished to converse with him to define their terms, Confucius

enunciated his famous doctrine of the rectification of names, of which one section reads: "If names [i.e., terms] be not correct, language is not in accordance with the truth of things. If language be not in accordance with the truth of things, affairs cannot be carried on to success."<sup>1</sup> In spite of the obvious wisdom of these words, it may be almost as dangerous to attempt a "correct" definition of philosophy in any sense of the word as to leave the term undefined. Still, the meaning which it is here intended to convey should be apparent. With philosophy in the "philosophical" or metaphysical sense this paper is not concerned. Nor is it concerned with that unfortunate concept of the term which denotes a priori reasoning about questions, the solution of which should depend upon inductive techniques. Rather, the present use of the word philosophy implies the "careful, critical, systematic work of the intellect in the formulation of beliefs, with the aim of making them represent the highest degree of probability, in face of the fact that adequate data are not obtainable for strictly demonstrable conclusions."<sup>2</sup> It implies, further, that such beliefs shall have to do with aims, functions, and general objectives, that these last shall be intelligently related—with an eye to the future—to the social order, and that the beliefs, taken together, shall comprise a systematic body of general concepts.

It would probably not be possible to evolve an all-inclusive definition of librarianship which would be, at the same time, succinct. Library science has been defined as "that branch of human knowledge which treats of the production, care and use of the records of human knowledge."<sup>3</sup> Numerous other definitions have been attempted from time to time. The following one, though admittedly imperfect, is sufficiently inclusive and concise for our purpose: Librarianship or library science is that branch of learning which has to do with the recognition, collec-

<sup>1</sup> *Analects*, Book XIII, chap. 3, verses 1-7.

<sup>2</sup> Ross L. Finney, *A Sociological philosophy of education* (New York: Macmillan, 1929), p. 3.

<sup>3</sup> H. H. B. Meyer in the *Library journal*, L (February 15, 1925), 177-78.



tion, organization, preservation, and utilization of graphic and printed records.<sup>4</sup>

It requires little or no proof to state that the profession has never set forth a complete, inclusive statement of its philosophy; that no such statement exists is well enough known. This fact would be neither noteworthy nor a reproach provided there had appeared from time to time philosophical disquisitions on individual types of library work which, taken as a group, would serve as a professional philosophy—provided, in short, there was evidence to show that librarians had given ample thought to the philosophical bases of their profession. The lack of any such evidence may be easily demonstrated, the only difficulty in doing so being that of deciding at which of the several possible fruitful points to begin. A natural starting point would be the corpus of professional literature. It is too much to expect a section in Cannons' *Bibliography*<sup>5</sup> devoted to this subject, or a heading "library philosophy," "philosophy," or "philosophy of librarianship" in *Library literature, 1921-32*.<sup>6</sup> But, though titles may be deceptive, even the most casual observation of those listed and the headings under which they are classified will disclose how preponderantly our professional literature has been concerned with nearly everything under the sun *except* the philosophical principles which underlie library activities. A more careful examination, although it brings to light a few notable exceptions, serves only to strengthen the first impression. There has certainly been no single, comprehensive philosophy of librarianship, and the isolated articles and addresses of a philosophical nature have been, in the first place too few, in the second place either too limited or far too general, and, finally, totally incapable of being co-ordinated into a unified whole. To be more specific, it is of interest to analyze the topics dis-

<sup>4</sup> Modification and elaboration of a definition suggested in an address, "The Sciences in the training of the librarian," by J. Christian Bay. See *A.L.A. Bulletin*, XXII (September, 1928), 449. Also, privately printed, 1928.

<sup>5</sup> H. G. T. Cannons, *Bibliography of library economy . . .* (Chicago: American Library Association, 1927).

<sup>6</sup> Chicago: American Library Association, 1934.

cussed at recent American Library Association conferences and the articles which have recently appeared in the professional journals. During the last five annual conferences there were held more than two hundred group meetings and general sessions, excluding business meetings of boards and committees. Over five hundred papers and addresses were presented, of which, if one is willing to stretch a point, it may be said that a dozen or so considered some aspect of librarianship from a genuinely philosophical point of view. During the four years, 1930-33, inclusive, the A.L.A. *Bulletin* published about 180 main articles (in addition to conference papers considered above). While perhaps eight or ten of these had a philosophical or questioning approach, not one can be said to have considered a "systematic body of general concepts" or to have expounded a definite philosophy of librarianship.

In the *Library journal* during 1931, 1932, and 1933 there appeared 318 contributed articles (this figure includes conference papers). At most, three or four of these belong to the select group which considers in some part the why, wherefore, and whither of the profession. Happily, and quite naturally, the *Library quarterly* can boast a slightly better average. Since the first number of the *Quarterly* in January, 1931, and up to and including the July, 1934, issue, one hundred and five main articles have been published. Four or five of these seem definitely to be philosophical both in approach and objective. But even this showing is surely no cause for unrestrained jubilation or self-congratulation in the ranks. The sad truth of the matter is that the profession has not concerned itself with evolving or even thinking about a philosophy. Whether this is due to lack of interest, irrecognition of the importance of the matter, or the newness of the profession which has up till the present necessarily demanded all of the available time and effort of its members for the handling and solution of practical problems is difficult to say. But there can be no disputing the main fact: of articles, papers, and addresses devoted to criteria and the means for arriving at them, data and methods of compiling them, techniques and ways of applying them the number is legion; of discussions devoted to philosophical fundamentals, the profession,

from its whole existence of the past few years, cannot muster a decent handful, and these do not constitute in any sense a comprehensive body of philosophical thought. It should be noted, too, that these years have been admittedly more conducive to serious questioning than most periods of similar length in our recent history—though we may have been too busy saving the ship to have time to wonder about her course and the reason for it. At the risk of laboring the point, it may be said that neither the books which the profession has produced, the articles in other library periodicals, nor the references in the *Readers guide* can be satisfactorily cited in support of the opposite thesis.<sup>7</sup>

However little the activities and functions of the library may have found philosophic expression, and however serious this may be, it will not do to ignore the exceptions. Ernest Cushing Richardson has discussed in a philosophical fashion the meaning of the concepts "library," "book," "knowledge," and "persons" and has considered their relation to each other and the cosmos.<sup>8</sup> He has examined, in a very general way, the nature of librarianship—though without specific application to library problems—and has suggested the need for greater attention to the theory of the profession.

The fields and functions of the national association have been considered from time to time, and have, in one instance at least, been set forth in an inclusive and definite fashion.<sup>9</sup> Such a statement is, however, quite obviously not concerned with the functions of libraries themselves nor with the philosophical bases of library activities.

Parts of William S. Learned's volume are philosophical in their approach and relate the activities of the public library to the people it serves.<sup>10</sup>

<sup>7</sup> Cf. also Douglas Waples, "Graduate theses accepted by library schools in the United States from June, 1928, to June, 1932," *Library quarterly*, III (July, 1933), 267-91.

<sup>8</sup> "The Book and the person who knows the book," *Bulletin of the American Library Association*, XXI (October, 1927), 289-95.

<sup>9</sup> "A Program for the American Library Association," *ibid.*, XXVI (February, 1932), 57-62.

<sup>10</sup> *The American public library and the diffusion of knowledge* (New York: Harcourt, Brace [c. 1924]).

As much philosophical discussion about library activities as has appeared anywhere in English print is to be found in a book entitled *The Five laws of library science*.<sup>11</sup> But this treatise, as stimulating and interesting as it undoubtedly is, does not attempt to define the functions of library activity on any other basis than that of present-day good library service; the discussion is not an open-minded enquiry into the validity of functions and activities. Most of it is, furthermore, limited to public-library work.

A few additional references might be cited, but there seems little reason for doing so in view of the fact that they do not offer, either singly or together, a complete creed.

Additional evidence, however subjective, that the basic contention put forward above is correct may be found in the fact that the contention is not a new one—although details to clarify and facts to support it are seldom, if ever, brought forward. Speaking before the Professional Training Section at the A.L.A. conference in 1928, J. Christian Bay said:

Library science thus far has been touched but lightly by philosophic inquiry. Highly specialized as its practice is, and wide as is its content of special knowledge, its idea has found only a very sporadic expression. You may hunt in vain through all our modern literature for any expression of the philosophical ideas by which our work should be supported.<sup>12</sup>

Dr. Bay's statement is as true today as when he made it.

Carleton B. Joeckel, evidently believing the situation to be due to the librarian's forced concentration on practical problems, has expressed the idea thus:

The librarian himself, always a pragmatist, has been much too busy doing things to take time for an objective view of himself and his works. The great responsibilities confronting him on every hand have left him little leisure for mere contemplation or philosophical speculation as to the meaning of what he has been doing.<sup>13</sup>

<sup>11</sup> S. R. Ranganathan (Madras: Madras Library Association, 1931).

<sup>12</sup> *The Sciences in the training of the librarian* (privately printed, Holstebro, Denmark, 1928), p. 7.

<sup>13</sup> "Supply and demand in the library profession," *Library journal*, LVII (February 1, 1932), 103.

Similarly, Miss June R. Donnelly suggests that there has been so much for the librarian to do and so many opportunities for new effort that he has had little time to philosophize over motives.<sup>14</sup> In somewhat the same vein Douglas Waples comments in a review of *Recent social trends in the United States*:

For the public library to have formulated a platform in terms of definite social purposes and corresponding activities is, of course, too much to expect, since the American public library as a distinctive social institution is too young and too much the child of the transitional cultural stages which produced it to have developed any substantial body of critical theory.<sup>15</sup>

The fullest discussion of the question known to the author is to be found in Pierce Butler's *An Introduction to library science*.<sup>16</sup> At the very beginning of his book Mr. Butler says:

Unlike his colleagues in other fields of social activity the librarian is strangely uninterested in the theoretical aspects of his profession. . . . The librarian apparently stands alone in the simplicity of his pragmatism: a rationalization of each immediate technical process seems to satisfy his intellectual interest. Indeed, any endeavor to generalize these rationalizations into a professional philosophy appears to him, not merely futile, but positively dangerous.<sup>17</sup>

The crux of the matter is that the librarian has thus far concerned himself almost exclusively with process, achievement, and the immediate objective, and has given little or no thought to function or to justifying that function.<sup>18</sup>

## II

Perhaps at this point, if not earlier, the library scientist as well as the library empiricist may be inclined to put the classic question of the modern skeptic, "So what?" The answer to the skeptic's query is writ large in history. But it may be desirable,

<sup>14</sup> "Library education more abundant," *Bulletin of the American Library Association*, XXII (September, 1928), 361.

<sup>15</sup> *Library quarterly*, III (July, 1933), 312.

<sup>16</sup> Chicago: University of Chicago Press, 1933.

<sup>17</sup> *Ibid.*, pp. xi-xii.

<sup>18</sup> Cf. Leon Carnovsky and E. W. McDiarmid, Jr., "Suggested program for Junior Members," *Library journal*, LIX (January 1, 1934), 32-33, wherein the authors propose that the A.L.A. "Junior Members adopt as their aim the formulation of a philosophy of librarianship"; also Arthur Berthold, "The Science of librarianship," *Wilson bulletin*, VIII (October, 1933), 120-21.

nonetheless, to consider very briefly the place, function, and value of the philosophical approach to such a field as librarianship.

The philosophical approach to librarianship, as to any phase of human society, is that one above all others which should receive first attention; that approach

. . . has been set over against all of the scientific methods as one of the fundamental ways, the most universal of all methods of seeking truth. It has been forerunner and pioneer of the sciences; it has taken up the trail where science found its limitations, and still again has provided . . . media and method for the exposition of the validity of science itself.<sup>19</sup>

To the social sciences, especially, philosophy has made tremendous contributions, and in fact in the narrower field of sociology it was, until not so long ago, practically the sole medium of development. In political science most of the earlier theories owe their origin to the philosophical approach. Today, with science making enormous strides in all directions, and with the accumulation on every hand of staggering quantities of factual and statistical data, there is a tendency to belittle philosophy. But, as Ross L. Finney points out, the solution of a very large proportion of the everyday problems of life remains, in spite of the growth of science, partially or wholly dependent upon conjecture.<sup>20</sup> The upbringing of children, the choice of life-interests and pursuits, most questions of politics and finance, and all issues of ethics, behavior, and religion "are still in the twilight of common sense, empirical insight and shrewd guesswork." So long as this continues to be the case—and it is likely that it will always be the case for at least some of man's problems—there will be need for the philosopher. This is particularly true of librarianship as we know it today—a new branch of learning almost wholly lacking in scientific data. In relatively few instances will our supply of factual information be adequate for a completely scientific solution; the element of conjecture is being

<sup>19</sup> Howard W. Odum and Katharine Jocher, *An Introduction to social research* (New York: Holt [c. 1929]), p. 91.

<sup>20</sup> *Op. cit.*, p. 4. The writer is under obligation to Mr. Finney for several of the ideas which follow; they may be read in greater detail in chapter I, entitled "A Brief for the philosophy of education," of the volume cited.



and will continue to be reduced to a minimum, but that minimum will seldom be equal to zero.

Even if this were not so, society—and librarianship—would still be under the necessity of examining their beliefs, for facts change with changing conditions and yesterday's truth may not be one today. Whether one looks at medicine, the practice of democracy, or our system of education, one cannot escape the realization of this. Further, the more change there is and the more rapidly it takes place, the more imperative is it that our philosophy and our objectives be revised accordingly, and the less likely is it that we can turn to science and factual knowledge for assistance in solving our problems.

The philosophical approach may be thought of, then, as having a pre-eminent claim historically, as having contributed much to the sciences and especially to the social sciences through methods of logical thought, and as being an important and indispensable concern to society today in all questions of social values, objectives, and aims. Finally, there is the relation between philosophy and science. There is no need to enter upon a general discussion of this relationship; such discussions may be found in most histories of science and philosophy.<sup>21</sup> But it does seem worth while to consider an aspect of the relationship which directly concerns the purposes of this paper by indicating the definite, if not sharp, line of demarcation which exists between the terms "library science" and "philosophy of librarianship."

The use of these two terms is not always as exact as it should be, and the result has been an unfortunate confusion and obscuration of the issues involved. The term "librarianship" may be said to be equivalent to "library science." Obviously a "philosophy of library science" and "library science" itself cannot be synonymous any more than "medical science" and a "philosophy of medicine" can be. Any science deals fundamentally with the acquisition of facts and data; the description of those data through definition, analysis, and classification; explanation of

<sup>21</sup> A brief résumé is given in the work by Odum and Jocher already referred to, pp. 91-102.

them by the ascertainment of causes; and, finally, evaluation and the formulation of laws.<sup>22</sup> Science concerns itself directly with concrete phenomena. A philosophy, on the other hand, is interested in aims and functions, in purpose and meaning. To illustrate, consider the subject of reading. When this becomes, as it is slowly doing, a matter for objective, scientific study, when adequate data on reading habits and interests have been gathered and interpreted in accordance with the proved techniques of other sociological fields, and methods and results are borrowed and adapted from other sciences—when, in brief, reading in all its various aspects becomes a field of grounded knowledge, it will have achieved a place in the science of librarianship or library science. In contrast, although a philosophy of librarianship would be vitally interested, indirectly, in the scientifically derived data on reading interests, abilities, etc., it would be primarily concerned with purpose—that is, with finding out whether librarianship should concern itself with the question at all, and if so why, and in saying what use should be made of the data; it would be interested, to speak in general terms, in ends and the reasons for looking toward them.

Of course there is a close relationship between the philosophy of a subject and the practices, experiences, and scientific principles of the subject. Sometimes hypothesis or philosophy precedes experiment or fact, sometimes it follows, very often it does both, and occasionally the two are synchronous, but in all cases the relationship is a close one. Indeed, as John Dewey says, “. . . if a philosophy starts to reason out its conclusions without definite and constant regard to the concrete experiences that define the problem for thought, it becomes speculative in a way that justifies contempt.”<sup>23</sup> Similarly, practices—no matter how scientific and valid the principles upon which they are based may be—are meaningless without a philosophical basis. But the difference between the philosophy and the science of a subject is a definite and not merely an academic one. Dewey has stated

<sup>22</sup> Cf., for example, G. T. W. Patrick, *Introduction to philosophy* (New York: Houghton, 1924), p. 13.

<sup>23</sup> *The Sources of a science of education* (New York: Liveright, 1929), p. 56.

it more than once: "It is sometimes said that philosophy is concerned with determining the ends of education while the science of education determines the means to be used."<sup>24</sup> Or, from another writer: "In a philosophy of education the first major problem is that of aim."<sup>25</sup> One may substitute "librarianship" in each instance for "education" without destroying the truth of the statements. And again, in defining science, Dewey says:

It is of assistance to connect philosophy with thinking in its distinction from knowledge. Knowledge, grounded knowledge, is science; it represents objects which have been settled, ordered, disposed of rationally. Thinking, on the other hand, is prospective in reference.<sup>26</sup>

That there is a distinction between the two concepts should be obvious, but the fact is not always recognized. Mr. Butler, in the volume referred to above, has not always distinguished between the two. He has, in fact, gone so far as to use the terms as synonymous. The most obvious instance occurs in his consideration of the "possible benefits which may be expected to result from the development [of a library science]."<sup>27</sup> Of the four he lists, two are mentioned as benefits which would result from "the development of a library science," a third as an advantage which "a professional philosophy would give to librarianship."<sup>28</sup> Apparently Professor Butler is thinking of the terms "library science" and "professional philosophy" (or "philosophy of librarianship") as synonymous or at least interchangeable, whereas, in point of fact, they are distinct.<sup>29</sup>

The preceding five paragraphs constitute a somewhat long and roundabout way of emphasizing the fact that the present paper deals with a *philosophy* and not with a *science* of librarianship. The pros and cons of a library science, the lack of and

<sup>24</sup> *Ibid.*, p. 55.

<sup>25</sup> Ross L. Finney, *op. cit.*, p. 29.

<sup>26</sup> *Democracy and education* (New York: Macmillan, 1920), p. 380.

<sup>27</sup> *Op. cit.*, p. 102.

<sup>28</sup> *Ibid.*, pp. 103, 107, 110.

<sup>29</sup> Professor Butler, after reading these paragraphs, indicated that his use of the phrase "philosophy of librarianship" was something of a *lapsus calami* and that his meaning in each instance, as is amply demonstrated throughout his volume, had to do with a science of librarianship. The criticism noted has not been pointed out in any spirit of cavil but simply to show the dangers inherent in the non-precise use of terms and the necessity for clarity.

need for one, and other ramifications of the subject have received a considerable amount of attention of late in library literature. The observations by Charles C. Williamson,<sup>30</sup> C. Seymour Thompson,<sup>31</sup> Douglas Waples,<sup>32</sup> J. Christian Bay,<sup>33</sup> and finally those by Pierce Butler,<sup>34</sup> in the volume to which reference has already been made, have covered most of what there is to say for the present, at least. And it may be just as well to point out here that there is a small but growing corpus of professional literature that is definitely "scientific." In the *Library quarterly* and elsewhere there are reports of studies which have been carried out in accordance with the canons of scholarly investigation. It should be noted, too, that one phase of library work—in some respects one of the most fundamental phases—is, in a not very different sense, scientific in its approach and techniques. This is enumerative bibliography which, at its best, is the examination, description, and listing of books in accordance with certain well-defined principles and by means of a more or less universally accepted terminology. But, to repeat, little thought has been given to determining in the light of the present (or, indeed, any) social order, policies and functions as a result of which we should be able to state that these studies or these library or bibliographical activities rather than some other ones are of prime importance to the profession or to society. It is, therefore, this general problem with which we are here concerned.

### III

Because of the interdependence of a library science and a philosophy of library science, the benefits which would accrue to the profession from the development of the one would also tend to result from the formulation of the other. It would probably

<sup>30</sup> "The Place of research in library service," *Library quarterly*, I (January, 1931), 1-17.

<sup>31</sup> "Do we want a library science?" *Library journal*, LVI (July, 1931), 581-87.

<sup>32</sup> "The Graduate library school at the University of Chicago," *Library quarterly*, I (January, 1931), 26-34. "Do we want a library science? A reply," *Library journal*, LVI (September 15, 1931), 743-46.

<sup>33</sup> "Every serious voice deserves a hearing," *ibid.*, pp. 748-50.

<sup>34</sup> *Op. cit.*

not be possible to say with any degree of assurance from which of the two a given benefit would be more likely to result or would more speedily be achieved. The four benefits to be expected from the development of a library science have been listed by Mr. Butler.<sup>35</sup> The realization of all of them will be hastened or aided, also, by the formulation of a professional philosophy. One of them, certainly—number four on the following list—appears more likely to result directly from the formulation of a philosophy than from the development of a library science. These four, then, plus two others constitute the advantages which may reasonably be expected to accrue to the profession as the result of the formulation of a philosophy.

1. First in breadth of implication, and perhaps most important, will be the achievement of a definite and recognized place for the library in the social order and, if there is to be, as seems likely, a new social order, the establishment and recognition of the library as a vital, creative, educative force for the advancement of civilization.

2. Possibly next in importance will be the validation of the library science which is slowly developing. Validation in point of time and present need—not, of course, in point of scientific correctness.

3. A third and almost equally valuable result will be the giving of meaning to technical and mechanical processes.<sup>36</sup> The development of a library science will, of course, contribute here and conceivably in a more marked fashion, through the erection of a sound, scientific framework for practical procedures.

4. Another benefit to be derived from a professional philosophy will be a precision and sureness in action resulting from clear knowledge of purpose.

5. A fifth advantage may be an ability and a means for distinguishing between the duties and the activities of the several types of library workers.

6. Finally, we may expect the creation of what Mr. Butler calls "a sense of professional unity,"<sup>37</sup> that is, the recognition of a definite principle of unified organization within the profession.

These six items merit detailed consideration.

#### I. THE LIBRARY AND THE SOCIAL COSMOS

It is pretty generally admitted, both within and without the profession, that libraries and librarianship have received little or no attention at the hands of the sociologist and the political

<sup>35</sup> *Op. cit.*, pp. 102-15.

<sup>36</sup> Cf. Arnold K. Borden, "We need a philosophy," *Libraries*, XXXVI (April, 1931), 175-76.

<sup>37</sup> *Op. cit.*, p. 114.

scientist even when studies by students in these fields have been of such a nature as to include a more or less complete picture of our civilization or its educational aspects.

Ten years ago William S. Learned commented on the lack of critical attention given to the library as an agency of education and stressed the necessity for a thorough study of the library's functions, organization, management, and support.<sup>38</sup> But it is still true today that: "One looks in vain in histories of culture and education for studies of the modern library as an active force which is making its impress upon the social fabric."<sup>39</sup> This is the more remarkable in view of the fact that it is admitted—even by these same sociologists, historians, and educators—that the library is, along with the school system and the press (perhaps, also, potentially, the radio and the movie?), one of the chief and most powerful educative influences today. In his survey of modern educational tendencies C. H. Judd ignores the place and function of the library. So do the writings of most educators.<sup>40</sup> In Viscount Bryce's deliberate depiction of the American scene libraries are all but disregarded.<sup>41</sup> Similarly, the careful study by the two Beards contains throughout the whole of the more than twelve hundred pages of the revised edition only three brief references to libraries.<sup>42</sup> More recently and more significantly, as most librarians are painfully aware, the President's Committee on Social Trends has seen fit in its exhaustive and searching analysis to dispose of libraries in a few relatively non-significant passages.<sup>43</sup> George F. Bowerman in his review of the two volumes says:

. . . study disclosed in the report twenty-six references to libraries and librarians, only seven of which appear in the index. . . . In most cases the

<sup>38</sup> *Op. cit.*, pp. 76-77.

<sup>39</sup> Grace O. Kelley, "The Democratic function of public libraries," *Library quarterly*, IV (January, 1934), 10.

<sup>40</sup> C. H. Judd, *Problems of education in the United States* (New York: McGraw-Hill, 1933). Cf. also, for example, *The Educational frontier*, ed. by W. H. Kilpatrick (New York: Century, 1933).

<sup>41</sup> *The American commonwealth* (rev. ed.; New York: Macmillan, 1924).

<sup>42</sup> Charles A. and Mary R. Beard, *The Rise of American civilization* (New York: Macmillan, 1933).

<sup>43</sup> *Recent social trends in the United States. Report of the President's Committee on Social Trends* (New York: McGraw Hill, 1933).



references . . . are very brief and incidental. Nowhere is there a chapter, or if that seems too much to expect, nowhere are there a few pages giving a terse statement of the scope and purpose of the library and the service it renders. The motion picture has three and one-half pages, and the radio ten and one-half pages.<sup>44</sup>

Professor Waples also recognizes this lack of consideration of libraries and library work in his review when he says that whatever attention the report has received from librarians has stressed the infrequency with which the library is noticed.<sup>45</sup> In response to Mr. Bowerman's review, Wesley C. Mitchell, chairman of the Committee, wrote the following:

Though I have not checked up your numerous references to the report, I must say that the general tenor of your remarks seems to me just. I suppose that all of us have fallen into the habit of taking public libraries for granted. They scarcely constitute a "social problem." You probably have observed that we are given to thinking much more about aspects of life which are unsatisfactory than about those which give us little concern or doubt. . . . In a genuine sense, the fact that we said so little about libraries is a great tribute to them. But I can also understand that, to the men who are doing library work, this explanation is not wholly satisfactory and I think you are quite justified in protesting.<sup>46</sup>

That is very nice indeed. It is handsome of Mr. Mitchell and it is vastly soothing to the bruised vanity of librarians, but, in the last analysis, it is merely a rationalization *post hoc*; it cannot be accepted at its face value. Would not the public and the Committee be just as likely to "take for granted" the radio, our school system, or our population, as it would our libraries? One is inclined to feel that these and other aspects of our life are more likely to be taken for granted than are libraries, yet the space devoted to them ranges from ten to fifty-nine pages. And are we to assume that the status of "The arts in social life" and "Public welfare activities" on which the Committee reports voluminously is more "unsatisfactory" than that of libraries—that it demands and deserves a critical examination, a placing in the social order which the status of libraries does not? One has the unhappy suspicion that the answers to these questions are

<sup>44</sup> "Library representation in *Recent Social Trends*," *Library journal*, LVIII (March 15, 1933), 260.

<sup>45</sup> "Recent social trends . . . a review," *Library quarterly*, III (July, 1933), 311.

<sup>46</sup> *Bulletin of the American Library Association*, XXVII (April, 1933), 184 f.

in the negative and that Douglas Waples has diagnosed the situation correctly in saying that the reason the Committee did not treat libraries as it did the family, for example, is that "too little is known about the social implications of the public library," and that evidence such as "comparable and reliable data on loans to corresponding social groups of different classes of literature, from a fair sample of libraries of typical sizes and covering a period from 1900 to 1930," was not available.<sup>47</sup> If these and other data had been available and if the Committee had had before it a complete statement of library aims and objectives we should undoubtedly have been rewarded by a criticism of these aims and policies, an analysis of the library as a significant part of the social fabric, and the placing of the library in relation to other social institutions. It would have been immensely helpful, immeasurably stimulating to have had our activities thus presented in a dispassionate, co-ordinated fashion, to have been able to read, for instance, the Committee's opinion as to the extent to which the library should cater to the non-educational interests of its readers and the justification for any given stand on this point. That we do not now reap these and other equally rich harvests is because we have not sown. Carl H. Milam blames the profession, in part at least:

The omission from *Recent social trends* of any adequate statement of the library's place in modern society is one more evidence that most of the specialists in the social sciences, including education, have not yet discovered the library as an agency for social advancement. This may be partly the specialists' fault. That it is also partly the fault of librarians no one can doubt, for as individuals the social scientists readily admit, and even become enthusiastic about, the potentialities of library service when they are told what the best libraries now do.<sup>48</sup>

Elsewhere he says:

If the public library is to find a permanent place in our state and local governmental organization it is desirable that its place and the functions of the various governmental units with regard to it be defined in a way that will be satisfactory both to librarians and to public administrators.<sup>49</sup>

<sup>47</sup> "Recent social trends . . . a review," *Library quarterly*, III (July, 1933), pp. 311, 313.

<sup>48</sup> "Secretary's report," *Bulletin of the American Library Association*, XXVII (October, 1933), 420.

<sup>49</sup> *Ibid.*, p. 419.

He might well have substituted "imperative" or "essential" for "desirable." So far as any direct benefit to librarianship as such is concerned, *Recent social trends* might just as well never have been written. And the library will continue to be left out of the social picture, it will continue to be denied the advantages of sociological analysis and concomitant recognition until it sets forth its objectives, its reasons for them, and its proposed methods for arriving at them; until, in brief, it proves itself an organism capable of something more than the pragmatic—or even the scientific—application of separate processes and techniques to individual problems.

If the profession should achieve this type of recognition it is almost inevitable that it will also benefit materially. In that case, the percentage of public monies given to public libraries may more nearly approximate that received by our schools; the budgets of college and university libraries may be witness that they are in fact, as well as in name, the "heart of the institution."

## 2 AND 3. LIBRARY PHILOSOPHY, LIBRARY SCIENCE, AND LIBRARY TECHNIQUES

At several points throughout our discussion thus far, the interrelation of philosophy and science has been suggested. Neither can, as a matter of fact, do without the other; philosophy which is blind to experiments and practice will be speculative only and of little or no value. This will be all the more true as these practices become scientific and as the profession moves away from the purely pragmatic. Similarly, practices which are carried out without a clear knowledge of their purpose are meaningless—if not actually dangerous—for anything except the activity immediately at hand. And this, likewise, will be all the more true as the practices are given scientific validity and become, accordingly, more depended upon and more authoritative. It therefore behooves science to do everything within its power to assist in the formulation of a philosophy. In our case, at least, science has preceded philosophy to some extent, for while we have already made some progress toward putting prac-

tices on a scientific basis, we have not as yet a glimmering of a complete philosophy. By way of being concrete, suppose a hypothetical study on the reading interests of children between the ages of twelve and sixteen. Immediately we are faced with two important questions. In the first place, why make this study at all; why wouldn't some other study better serve the immediate needs of the profession? In the second place, assuming that we can determine accurately just what those reading interests are, what shall we do with our results? If the children display interest in reading matter which we believe to be of too low a standard, shall we cease buying and circulating such books? Or shall we leave the elevating, educative influence to the school and cater to the children's expressed desires? Or, again, shall we try to do some education on our own account by substituting worth-while for worthless literature whenever possible? Numerous other equally interesting questions would arise, but the example need not be further complicated. The important thing is that a philosophy would give to this or any other library study a certain validity, first as to relative value and importance, and second as to the results obtained. We should be able to say, "We are making this study because the library is aiming to do thus and so and to do it adequately we need these data; when we have obtained these data we shall act in accordance with our knowledge of the aims of the library, its relation to education, etc." That is the sort of statement that no research worker in the library field can now make with authority. To quote John Dewey again: "It is for the sciences to say what generalizations are tenable . . . and what they specifically are. But when we ask what *sort* of permanent disposition of action . . . the scientific disclosures exact of us we are raising a philosophic question."<sup>50</sup>

This giving of meaning to scientific studies and especially to technical or practical processes is one of the most important benefits which the formulation of a professional philosophy would bring. There is, to be sure, far too much hit-or-miss, trial-and-error library practice, but even this, which will slowly

<sup>50</sup> *Democracy and education* (New York: Macmillan, 1920), p. 379.

be altered by the development of a library science, is not so pernicious as the carrying out of procedures without a clear consciousness of their purpose and a synoptic understanding of ends and aims.

#### 4. THE CONSCIOUSNESS OF PURPOSE

When the library profession becomes thoroughly conscious of precisely what it is trying to do and why it is doing it, we may hope to see a very significant change affecting not only libraries and librarians but also the society which they serve. The bewildered groping which characterizes so much of our activity is largely the result of lack of a definite conception of our purposes. Not only that, but we can scarcely expect society to think of the library in terms of its own constituent elements until we have made some progress in defining what the library's ends are or should be. The effects of the change, if it comes, will be far-reaching, and will touch every aspect of the profession from recruiting and training to adult education, library extension, the position of the librarian, and the attitude of government to libraries.

#### 5. LIBRARY PERSONNEL

Pierce Butler has presented the case for the fifth benefit so fully that another detailed exposition would be pointless. The principal factors are, however, these: (1) The almost complete disregard, which has persisted nearly to the present time, of any distinction between the several types of library worker and their activities. (2) The more or less complete distinction in other professions between various types of workers. (3) The need for such a distinction between technical library workers and clerical workers—that is, between “professional” and “non-professional” workers. Even at some of our more enlightened colleges and universities, members of the faculty consider everyone in the library, except possibly the librarian himself, much as they do the janitor who brings a new box of chalk to their classroom. (4) The distinction must be based upon ability and talent plus

education. A certain number of years of training alone are not necessarily any more adequate than are years of experience without corresponding ability and education. (5) Society as well as the profession will gain because library work will be more efficiently done: (a) people of clerical level will not be doing work for which they are not fitted, and professional workers will not be permitted to waste their time on operations which less expensive employees can do equally well; (b) there will be less incompetence in the higher positions, many of which are filled today by persons whose chief qualification is length of service.

#### 6. "A SENSE OF PROFESSIONAL UNITY"

What is meant here needs only brief explanation. At present the libraries of the country are much like isolated, independent organizations each existing for and unto itself. Ample proof of this may be found in the obstacles which have been faced by those who have attempted to set up plans for unified library service, co-operative buying, cataloging, selection, etc. Happily the day of co-operation seems finally to be dawning, but national programs are still retarded by the consideration of individual interests. They will continue to be so retarded until the profession thinks of itself in the large and not as service to individual readers by means of certain practical processes; until, in short, there is a philosophy of librarianship.

To remove any possible doubt let it be said here, parenthetically, that the writer does not for a moment believe that the development of a comprehensive professional philosophy will be the panacea for all library ills. It will not, nor will the accompanying, but still inchoate, library science. Neither philosophy nor science is sufficient, nor do the two together comprise everything that the profession needs. The purely humanistic and practical aspects of librarianship must always be taken into account. But the development of a library philosophy will relieve the profession of much of its sterility in respect to social problems, and in doing so it should bring with it the specific benefits mentioned above.



#### IV

During the course of this paper many of the questions which apparently should be taken into account in the formulation of a library philosophy have, of necessity, been suggested, at least by inference. What is, perhaps, the most fundamental of such questions has not been mentioned and, while it is not within the scope of this presentation or the ability of the writer to offer anything approaching a complete outline for a library philosophy, this point and some of the other more important ones not already given consideration may be profitably noted.

The major aims and objectives of librarianship, as of any constituent of human society, must be derived from the predominating ideals of that society. Consequently, before a library philosophy can be formulated, there must be an understanding and recognition of the ideals and purposes of the society into which that philosophy must fit. This is another way of stating what is, perhaps, axiomatic—namely, that before a library philosophy can be formulated there must be a philosophy of life for the world today. This is easily said, but the answers to problems of values have been sought by man, more or less in vain, down all the ages. However, the idea of value implies value to some one and the spirit of our age decrees that some one to be the individual. Hence our philosophy of life or librarianship or anything else must spring from the assumption that the needs and welfare of the individual impose paramount obligations upon society and its constituent parts. The determination of those needs is, then, the heart of the problem which can probably be solved only through a study of human activities. The individual lives a full life—that is, in so far as these needs are concerned—only when he participates to the greatest possible degree in the institutions of society. The library is such an institution and here, in the writer's opinion, the philosophy of librarianship must begin. But wherever it begins, it must be based upon a philosophy of modern life.

The keystone to the whole problem of the purpose and value of library service is certainly the question of its social responsi-

bility, and, in fact, if the word "social" be used in its broadest sense to include economics, education, government, etc., not only the keystone but the arch itself may have been determined.

The social responsibility of the library will depend to a large extent upon the type of library—whether public, school, college or university. Government and education have an undoubted interest in all three, but that interest is most apparent in the public library, which reaches all classes and ages of people as no other educational activity of government does. Most of our discussion here, though perhaps especially concerned with the public library, is equally applicable, with some obvious reservations and modifications, to libraries generally.

The library is one of the principal democratic institutions created, developed, and supported by our civilization. But can we assume from that fact that libraries are essential in a democracy? If the answer to this question can be proved to be in the affirmative, it still does not follow that libraries are "essential governmental functions." If they are essential *to* a democracy or to government (as, for instance, public health is assumed to be), they would no doubt have to be considered essential governmental functions, but that contention is difficult to prove. If it were proved and definitely written into the law some services which libraries now render—such as, for example, the supplying of cheap fiction—might be endangered.

Granted that the library holds a pre-eminent place among democratic institutions, one might ask, further, whether the library is one of democracy's principal agencies for insuring an enlightened citizenry through the promotion of intelligent understanding of economic, governmental, and other social problems. Most educated persons would immediately answer in the affirmative, but neither they nor the librarian could cite, except in the form of isolated experiences, tangible proof nor a valid, recognized theory in support of the statement. If the library is such an agency what are its duties and how do we know that these duties and not certain other ones will best achieve the end in view? Where does the library belong in relation to other so-

cial institutions, particularly educational ones, as depicted in *Recent social trends*?

The whole relation of the library to education is one of appalling medievalism in so far as any effort at real understanding or solution of the problems involved is concerned. It is maintained, and undoubtedly with justice, that libraries are educational institutions. This is far from saying, however, that libraries are essential to our educational system. Most librarians have been brought up, professionally, to believe that libraries are thus essential. But so eminent a librarian as Harry M. Lydenberg recently wrote:

It is no wonder . . . that occasionally we should think of ourselves as educators; no wonder that we should sometimes assume that the librarian and his books are an essential part of the educational scheme.

Essential? Nothing of the sort! Libraries are useful but by no means essential. . . . I feel that if we library workers view ourselves and our work in proper perspective we must realize that we are not educators but rather the caretakers of important instruments of education.<sup>51</sup>

What seems to be the opposite position is taken by the Secretary of the American Library Association in discussing the place of library work: "But if the profession has as yet no brief platform, it has at least the conviction that books and library service are an essential part of an intelligent existence under any conditions. . . ." <sup>52</sup> An "intelligent existence" is certainly pretty closely related to education in the social system. These two quotations are cited, among many, merely as an indication of the controversial nature of and the wide divergence of opinion on even the most basic questions concerned with the library's place and function. Should libraries attempt to be educational institutions or should the education, even of adults, be put in the hands of a more formal and less haphazard agency, and the education of children and adolescents be left strictly to the schools? If it be granted that libraries should carry out certain educational functions—how far should they penetrate into the

<sup>51</sup> "Librarians and educators," *Journal of adult education*, V (June, 1933), 260.

<sup>52</sup> Carl H. Milam, "Secretary's report," *Bulletin of the American Library Association*, XXVII (October, 1933), 421.

field of adult education? More important still, how can we justify the use of taxpayers' money by public libraries for the duplication of, or encroachment upon, some of the activities of the public schools? Just how far can and should the library go in serving children and adolescents?

Such general problems as these are continuously present ones. It becomes more imperative to find satisfactory answers to them by means of a determination of the library's functions when, as now, we are confronted with the possibility of an entirely new social order. The needs of this new order may demand a complete change, at least in the external relations of the library. So also may the new philosophy of education, with its renewal of emphasis on independent study and adult education. National planning for libraries, about which a good deal has been heard recently, is perhaps a beginning. But if such planning is to be worth very much, it must be based eventually upon a sound philosophy entailing a clarification of library objectives and aims. Thus far, library planning "is not an effort to decide now *exactly what* libraries should be and do. . . ."<sup>33</sup>

What has been written above concerns itself, probably naturally enough, almost exclusively with a social philosophy. It is certainly too early in library history, as we know it, for the writing of a metaphysical or *geistesgeschichtliche* philosophy of the library. Sooner or later, however, if the purely pragmatic aspects of our professional thought are to be raised, it must be placed in its complete relations to the history of human thought. The library as a social institution is, after all, but one phase of its philosophical implications. Does the library have a *Wesen* of its own and does it have metaphysical implications? That is, is the library an institution merely or does it contain within itself the germs of a philosophical relation to epistemological progress? The radio and the movie are, for example, like the library, agencies for the dissemination of ideas. But there are at least two great differences between them and the library in that they have in themselves a unity of sense and emotional appeal

<sup>33</sup> *Ibid.*, XXVIII (June, 1934), 283. See also American Library Association, *Notes or a national plan for libraries* (Chicago: A.L.A., June 15, 1934).

which the library lacks, and the library has certain intellectual fundamentals which, in general, do not apply to them, since they are now at least primarily aesthetic.

But these aspects, however important for the history of human thought in the year 2500 A.D., are far beyond the scope of this paper and its purpose, which is to plead for a professional philosophy—a social one—and perhaps also for a philosophical *Weltanschauung* throughout the library world.

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## BIBLIOTHECA CORVINA

THE LIBRARY OF MATTHIAS (CORVINUS) HUNYADI,  
KING OF HUNGARY

IN THE year 1913, the Florentine antiquarian, T. de Marinis, sent a trade catalog to collectors. The catalog contained descriptions in the usual bibliographical manner, mystifying to the laymen, but delightful to bibliophiles, of manuscripts, incunabulas, and rare books. The most curious thing in the catalog was the single but significant word "vendu," following the entry of two items. Two rare manuscripts had been sold before they had even been put on the market. The entry for the first ran: "S. Didymi Alexandrini de Spiritu Sancto et Cyrilli Alexandrini opera e greco in lat. traducta." The second manuscript was: "Cicero. Opera." Both were described as richly ornamented, illuminated manuscripts of the Florentine school, executed for King Matthias Corvinus and showing his coat-of-arms.

Both manuscripts were to be found in the collection of the Collegium Romanum until the year 1870, when they mysteriously disappeared. Albert Berzeviczy, the Hungarian academician, in writing of these manuscripts, remarked that he was certain that they existed in some "unknown place" but that in spite of persistent efforts he had been unable to locate them. Berzeviczy feared that they had been hidden away by whoever then possessed them. His guess was not wrong. Their owner, the Florentine dealer, kept his acquisition a secret. The present ownership, however, is well known. They were purchased from Marinis by the famous collector, J. Pierpont Morgan. These manuscripts, called "Corvinas," after the name of their first owner, Matthias Corvinus Hunyadi, king of Hungary, are lying safely beside other priceless treasures in the vaults of the Morgan Library in New York City. The name "Corvina" was derived from the raven (Latin, *corvinus*), an emblem on the Hunyadi

family's coat-of-arms. These two Corvinas, now listed as "Morgan MSS 496 and 497," once belonged to a library whose history is worth the telling.

The fifteenth century was an age of the acquisition of literary treasures and the foundation of great libraries. During the hundred years between 1365 and 1465, when the art of printing was being established, the birth of several great European libraries took place. The founding of the Library of Paris, the Library of Vienna, the Laurentian Library at Florence, and the Vatican Library in Rome falls in this period. Besides the beginnings of famous libraries, this century witnessed the building-up of the splendid private collections of Charles V of France, of Frederick, Duke of Urbino, and finally of Matthias Corvinus, king of Hungary.<sup>1</sup> The collection of King Matthias eclipsed all other private collections and was considered one of the marvels of the time. The brilliant execution of each manuscript is yet proverbial. Today, about five hundred years after their execution, to possess a Corvina is a triumph even to collectors rich in treasures.

In 1453, Pope Nicholas V founded the Vatican Library from precious freights of classic literature salvaged before and after the fall of Constantinople. As a young man, Pope Nicholas used to say to his friends: "If I were rich I should indulge in two extravagances: in building and in the collection of books." Years later, as pope, Nicholas satisfied both of his early desires. He practically rebuilt Rome during his pontificate. Nor did he neglect his natural inclination for literary treasures. First, he grouped the scattered manuscripts in the Vatican. But he desired a larger and more valuable collection. Book agents were dispatched to seek rare manuscripts in seemingly unlikely places. From dark monasteries, he gathered the works of the writers of antiquity. In a surprisingly short time, he changed the atmosphere of the Vatican bookshelves. During a reign of eight years, the repository of papal bulls became a library of approximately two thousand volumes. The Fathers of the Church

<sup>1</sup> Edward Edwards, *Memoirs of libraries: including a handbook of library economy* (London, 1859), I, 32-33 and 395-404.



—Plato, Aristotle, Ptolemy, Homer, Strabo, Xenophon, and Herodotus—were represented in his library. It was an era of prosperity, the papal coffers were filled, and the pope did not have to consider prices. For a fine copy of the Gospel of Matthew in Hebrew he paid five thousand gold florins. He delighted in magnificently bound copies. His favorites were in crimson velvet—very fashionable at that time—with silver clasps.<sup>2</sup>

Pope Nicholas was not only a collector: he was an accomplished librarian. Whenever, among the literati, the subject of the classification of manuscripts in a library was discussed, his opinion was received as that of an expert. He actually worked out a detailed plan for the arrangement of what he considered an ideal library. This plan was applied in the library of Cosimo de' Medici, and was later copied by other libraries.<sup>3</sup>

Everyone, however, did not pay in order to acquire. Cosimo de' Medici and Poggio Bracciolini ransacked cities and monasteries for manuscripts. Matthias Corvinus, king of Hungary, employed all of the methods at the disposal of a collector and tyrant. When converted to the Italian Renaissance, through his marriage to Beatrice of Aragon, daughter of Ferrante, king of Naples, Matthias felt the need for a great library in Buda.<sup>4</sup> There were a few manuscripts in the palace, mostly from the time of the Angevin dynasty, but these were out of style and in poor condition. However, they served to form the nucleus of the future library. King Matthias was well aware that two high ecclesiastics, Bishop Vitéz and his nephew, Bishop Janus Pannonius, were great collectors of illuminated manuscripts. He, therefore, invited both of them to hand over their collections.<sup>5</sup> The bishops protested. Janus Pannonius pointed out that there

<sup>2</sup> Vespasiano da Bisticci, *Vite di uomini illustri del secolo XV* (Bologna, 1892), pp. 28 ff. This work was published also in English: *The Vespasiano memoirs. Lives of illustrious men of the XVth century*. Translated into English by William George and Emily Waters (London: Routledge & Son, 1926).

<sup>3</sup> Klemens Löffler, "Papst Nikolaus V als Bücherfreund," *Zeitschrift der Bucherfreunde*, Neue Folge, I (1909), 174-79.

<sup>4</sup> Albert de Berzevichy, *Blatrice d'Aragon, reine de Hongrie* (Paris, 1911-12), I, 235 ff.

<sup>5</sup> Vilmos Fraknói, *et al.*, *Bibliotheca Corvina. Mátyás király budai könyvtára* (Budapest, 1927), p. 22.

were other ways open to collectors. "Italy," he wrote, "is flooded with manuscripts for sale. Send money to Florence and Vespasiano da Bisticci will be able to purvey all of your orders."<sup>6</sup> As Matthias had at first asked for Latin manuscripts, the bishop remarked satirically that, thanks to the courts' ignorance of Greek, part of his collection, at least, might be spared. And, if Greek ever should become fashionable in Buda, he would begin collecting Hebrew manuscripts.

Janus Pannonius actually possessed a remarkable collection. He had bought his manuscripts piece by piece during his sojourns in Italy and treasured them as a true book-lover.<sup>7</sup> This, however, did not stop Matthias in the execution of his project. The letters of the bishops, uncle and nephew, show that the major part of their collection became royal property, *manu militari*. More valuable copies of other Hungarian nobles followed the same route. When there were no more books left to be acquired gratis, the king finally decided to buy them. One of his first orders was for *Brutus* by Cicero, *The Campaigns of Alexander the Great* by Flavius Arrian, *The Tragedies of Aeschylus*, and the *Discourses of Aeschines*. These copies were prepared by Florentine artists and copyists under the supervision of the famous Naldus Naldius, who in a long poem sang the beauties of the Corvinas and the lavishness of King Matthias.<sup>8</sup> All of these writings formed a part of the quattrocento's repertoire of erudite aspirations, established by mastro Tommaso Parentucelli of Sarzana, Cardinal of Bologna, better known under the name of Pope Nicholas V. Pope Nicholas was the literary arbiter of the time.<sup>9</sup>

Several Florentine artists were engaged in work for King Matthias: Attavante degli Attavanti, friend of Leonardo da Vinci; Giovanni Boccardi, called Boccardino Vecchio, whose first-known work dates from the year 1486; the brothers del Flora, Gherardo and Monte, whose work bears the influence of Ghirlandajo and Botticelli; finally, Francesco d'Antonio del Cherico. Concerning Attavante, it is to be noted that he painted the

<sup>6</sup> Fraknói, *op. cit.*, p. 23.

<sup>7</sup> Vespasiano, *op. cit.*, p. 87.

<sup>8</sup> Fraknói, *op. cit.*, p. 16.

<sup>9</sup> Vespasiano, *op. cit.*, p. 35.

raven in Matthias' coat-of-arms on a silver background. This fact, noted first fifty years ago by Csontos, the Hungarian bibliographer, has not attracted the attention of students and experts.<sup>10</sup>

In spite of the steady work of the Florentines, the king's collection grew slowly. To rival other princely amateurs, Matthias invited to Buda a host of Italian miniaturists, writers, copyists, and binders. As their work advanced, a new problem arose: that of the shelving and the proper care of books. Matthias decided to build a sumptuous library connected with the royal palace. Built of red marble, it was situated near the chapel.<sup>11</sup> On its wall was written:

MATHIAS PRINCEPS INVICTVS INGENII VOLVPTATI OPVS HOC  
CONDIDIT GENEROSVM

The library was named Bibliotheca Corvina, and each manuscript or printed book that belonged to King Matthias' collection is known as a "Corvina." The library itself was divided into two spacious rooms. One was reserved for Latin, the other for Greek and oriental manuscripts. The light was softened by the multicolored stained glass of which the windows were made. Graceful columns divided each room into sections. The precious manuscripts, bound in leather, scarlet silk, or crimson velvet, were laid upon artistically carved wooden shelves. In the entrance hall a huge globe drew the attention, while the ceiling, painted in blue, showed the position of the stars at the time of Matthias' election as king of Bohemia, twenty years after he was elected king of Hungary. On the side wall the following lines were engraved in large Roman capitals:<sup>12</sup>

CVM REX MATHIAS SVSCEPIT SCEPTRA BOHEMIAE GENTIS  
ERAT TALIS LVCIDA FORMA COELI

All the manuscripts were decorated with the coat-of-arms of Matthias, showing a black raven holding a gold ring in his beak.

<sup>10</sup> János Csontos, "Corvinische Handschriften von Attavante," *Zentralblatt für Bibliothekswesen* (Leipzig, 1886), pp. 213-14.

<sup>11</sup> Kálmán Lux, *A budai várpalota Mátyás korában* (Budapest, 1922).

<sup>12</sup> Dezső Csánki, "Mátyás udvara," *Századok* (1883), p. 179.

A medallion of the king often appeared in the center composition. The first and the second folios were richly illuminated. Delicate miniatures depicted persons and scenes. The manuscript of Didymus Alexandrinus in the Morgan Collection is a splendid example of the fine artistic craftsmanship which was the guiding rule. On the second folio of this copy is a full-page miniature painting. Across the top of the page is a cornice or reredos supported on both sides by a double row of pilasters. At the foot of the design is a reproduction of an antique bas-relief, representing Mars and Apollo. At the foot of the pilasters, two youths present shields bearing the coats-of-arms of Beatrice and Matthias, who are kneeling between the two rows of pilasters. Four heads, probably representing members of the royal families, appear behind the sovereigns. All of the foregoing form a frame for the central figure, that of St. Jerome, depicted in his cell, sitting before his writing desk. At his foot lies a lion, of which the head only is visible. In the background we see Florence. On the cornices, heads of cherubs appear in the midst of exotic fruits and flowers. On two pilasters we discover the initials "MA," used here as sigils for Matthias Augustus, proof of Matthias' Caesarian ambition.

As to the artist of this miniature, the experts are divided in their opinions. André de Hevesy, who published a most valuable study on Corvinas, attributes the work to the brothers del Flora, Gherardo and Monte of Florence,<sup>13</sup> as does Bishop Fraknói, an authority on Corvinas,<sup>14</sup> while another Hungarian, the academician Berzeviczy, biographer of Beatrice, attributes it to Francesco d'Antonio del Cherico.<sup>15</sup> However, certain authorities on fifteenth-century painting do not agree to this. They claim that "the picture in the lower border"—meaning, we think, Beatrice—"and the Triumph of Chastity in the Wallace Collection in London, both derive from an original composition by Pierro di Cosimo." There is a pencil note to this effect on the back of the

<sup>13</sup> André de Hevesy, *La bibliothèque du roi Matthias Corvin* ("Publications de la Société française de reproductions de manuscrits à peintures," Paris, 1923), p. 29.

<sup>14</sup> Fraknói, *op. cit.*, p. 42.

<sup>15</sup> Berzeviczy, *op. cit.*, I, 255.

cover of the Morgan copy.<sup>16</sup> However, such a work was never done by one single artist. The specialization of task was carried to the extremes; and before a manuscript was placed upon the shelf, it went through the hands of a dozen of skilled workmen. And as even the best artists collaborated with each other, it is not improbable that the miniature was the result of the talent of two or three artists.

King Matthias confided the direction of his library first to Galeotto Marzio from Narni in the province of Umbria, who was recommended to him by Bishop Janus Pannonius. Persecuted by the inquisition on account of his book, *De Incognitis vulgo*, he came to Hungary and entered in the services of Matthias.<sup>17</sup> A contemporary medallion preserves his obese traits and his life-motto: *Nascentes morimur finisque ab origine pendet*. ("We die at our birth and the end menaces us from the beginning.")

Another of Matthias' librarians was Taddeo Ugoletto from Parma, who served also as tutor of John Corvinus, Matthias' illegitimate son. Ugoletto made several trips to Florence, the book-market of the fifteenth century, to round out the collection of the king of Hungary. It was probably through him that in 1475 Matthias purchased the library of the Manfredini family of Bologna.<sup>18</sup> With these books, he increased sensibly the number and the luster of his collection.

Little by little, through confiscation, buying, and copying, the Bibliotheca Corvina became one of the most reputed of Europe. It was especially rich in Latin, Greek, and oriental manuscripts. There were very few printed books in the collection, and not one in the Hungarian language. Matthias' collection was remarkable not only for variety of authors and subjects but also for artistic execution and philological value. It is extremely difficult to give a fair estimate of the number of volumes. It was estimated by different authors to have been from five hundred<sup>19</sup> to three thousand volumes.<sup>20</sup> Concerning fif-

<sup>16</sup> This opinion was advanced by Mr. Berenson.

<sup>17</sup> Hevesy, *op. cit.*, p. 15.

<sup>18</sup> J. Csontos, "Korvina," in *Pallas Lexikon*.

<sup>19</sup> Fraknói, *op. cit.*, p. 20.

<sup>20</sup> Hevesy, *op. cit.*, p. 25.

teenth-century libraries, we know that the famous Giovanni Aurispa possessed three hundred Greek codexes;<sup>21</sup> in 1455, the Vatican Library contained 824 Latin and 414 Greek manuscripts. Pius II added 40 to the Greek collection, and later Pope Sixtus IV found pride in counting one thousand Greek codexes. In 1485, the Vatican Library contained 3,650 volumes.<sup>22</sup> Cardinal Bessarion, the great book-lover, had 264 Latin manuscripts in 1468.<sup>23</sup> The catalog of the Este family of Ferrara shows, in 1436, 279 Latin, French, and Italian volumes with one Greek and one German manuscript. In 1495, the same library possessed 512 volumes.<sup>24</sup> Considering these figures, I think that the Bibliotheca Corvina, which was considered the largest of its kind, probably attained about one thousand various manuscripts, estimated conservatively, a figure based also on consideration of the still-existing Corvinas. This estimate receives a slight attestation in the description of Matthias' library by a French knight, in 1502, twelve years after Matthias' death, the period that witnessed the decimation of the collection. So we read: *Aussi y a belle et grande librairie jusques au nombre de troys à quatre cens livres escriptz en latin, grec et hongre; et la plus grant part hystoriez en chef d'euvre.*<sup>25</sup>

Matthias' precious library had the same fate as the empire he ruled. After his death in 1490 it fell into decay. In Italy they feared that now that the king of Hungary was dead, there would be abundance in copyists. In fact, unemployment was provoked there by the manufacture and the sale of printed books. The Hungarian diet proclaimed that the royal collection would be maintained for the ornament of the kingdom. Notwithstanding the decree, it was ravaged by all those who entered, and the

<sup>21</sup> R. Sabbadini, *Le scoperte dei codici latini e greci ne' secoli XIV e XV*, 2 vols. (Firenze, 1905-14).

<sup>22</sup> Müntz and Fabre, *La bibliothèque du Vatican au XV<sup>e</sup> siècle* (Paris, 1887), pp. 9 ff., 48 ff.

<sup>23</sup> E. G. Vogel, "Bessarionis Stiftung oder die Anfänge der S. Marcus-Bibliothek in Venedig," *Serapeum* (1841), pp. 9 ff.

<sup>24</sup> Sabbadini, *op. cit.*

<sup>25</sup> Le Roux de Lincy, "Discours des cérémonies de mariage d'Anne de Foix avec Ladislas II," *Bibliothèque de l'Ecole des Chartes*, II, ser. 5 (1861), 438.

folios served to ornament less princely collections. Matthias' son, John Corvinus, was the legal inheritor of the king's private fortune, including his library. He alone was authorized to take out books. When he saw that his chances for the throne were slight, since the nobles were divided in their choice upon the successor of Matthias, John Corvinus packed up gold, silver, and manuscripts and took flight from the palace. King Vladislav of Bohemia, and Matthias' successor on the throne of Hungary, ordered his arrest. In the encounter several Corvinas disappeared.

Beatrice, Matthias' widow, had planned to marry Vladislav. Her hopes vanished when Vladislav took to the altar Anna de Candale. In 1501 Beatrice decided to return to her native city, Naples. Valuables piled up in nine carriages went with her, including a great number of illuminated manuscripts. Bishops and nobles also frequented the royal library, and, as it still happens, forgot to return the borrowed volumes. Or, it may be that they simply took possession of volumes that belonged to them by right.

The year 1526 was fatal in the history of Hungary. The disaster of Mohács was followed by the occupation of the kingdom by the Turks. The manuscripts that still remained in Buda fell into the hands of the invaders and were removed to Constantinople. Only ordinary volumes were left in the palace. As the Hungarian king, Louis, son of Vladislav, died on the battlefield, his wife found refuge in Holland, taking with her a few manuscripts from the Bibliotheca Corvina, among others the copy entitled *Officium beatae virginis cum tectorio veluti nigri deargentatum et illuminatum*.<sup>26</sup> Later, at the order of Philipp II, king of Spain, this copy was transferred from Holland to the library of the Escorial, near Madrid. Before the sixteenth century was over, copies of King Matthias' collection were to be found everywhere in Europe except Buda. From this period on, each manuscript has a history of its own. They were silent witnesses of wars, revolutions, treachery, theft, and murder. The mystery that surrounds them, their peregrinations from castle to castle, from

<sup>26</sup> *Történelmi Társulat* (Budapest, 1890), p. 367.



damp cellars to dark attics, put a special pride in (and price on) their possession.

In 1655, a French ambassador, Gaultier de Leslie, on his way to Constantinople, stopped in Buda. He visited and described the royal residence: "Le chateau présentait encore tous les vestiges d'une Cour vraiment Royale. Les colonnes d'un marbre éclatant qui l'appuient de toutes parts, les lions, les tigres et les corbeaux qui embellissent ses bases et ses extrémités sont de riches monuments de l'ancienne gloire de la race des Corvin." Of the wealth of the Bibliotheca Corvina he wrote: "Toute cette prodigieuse quantité de livres se trouva réduite à quatre cent pièces environ, qui ne sont d'aucun usage, rongées de la tigne, couvertes de poussière, mangées de rats et négligées entièrement."<sup>27</sup> Unfortunately, the ambassador did not specify as to whether the four hundred volumes were printed books or manuscripts.

In the eighteenth century, manuscripts that belonged to the collection of King Matthias were not only the objects of interest on the part of antiquarians and bibliophiles but also the subjects of several theses. One of the first and the most erudite treatise on Corvinas was published in 1776 by the Jesuit father, Xiste Schier. A pleiades of distinguished scholars endeavored to complete his researches.<sup>28</sup> In the National Museum of Hungary alone, generations of savants employed their time and talent in collecting patiently all of the data concerning the Corvinas. One of the most romantic searches after Corvinas was made by a Hungarian named Ernő Simonyi. Being a supporter of Louis Kossuth, the revolutionary republican, Simonyi was forced to flee from Hungary when the revolution failed in 1848. Wandering from city to city, he finally reached Sheffield in England,

<sup>27</sup> Ricaut, *Histoire de l'Empire Ottoman* (Amsterdam, 1672), p. 211.

<sup>28</sup> Budik, "Entstehung oder Verfall der von König Matthias Corvinus gestifteten Bibliothek zu Ofen," *Wiener Jahrbücher* (1839); E. G. Vogel, "Verzeichniss der Corvinischen Handschriften in öffentlichen Bibliotheken," *Serapeum* (1849); J. Csontos, "Korvina," in *Pallas Lexikon*; E. Müntz, "La bibliothèque de Matthias Corvin" (Notes Nouvelles, *Bulletin du Bibliophile et du bibliothécaire* (Paris, 1899); W. Weinberger, "Beiträge zur Handschriftenkunde," *Comptes rendus de l'Académie des Sciences de Vienne*, 1908; Pál Gulyás, *Mátyás király könyvtára* (Budapest, 1916); and the already quoted work by Hevesy and Fraknoi.

where he was employed by a cutlery firm as agent for the Continent. While traveling through Europe, after he had placed his scissors and knives, he never missed visiting the local archives in search of Corvinas, many of which he was fortunate enough to unearth. In some cases even the owners were unaware of the treasures they possessed. Thanks to Simonyi's precious information, the National Museum of Budapest was able to dress a fairly accurate catalog of the then existing manuscripts.

Encouraged by the result of Simonyi's researches, three bibliophiles—Ipolyi, Henszlmann, and Kubinyi—departed to Constantinople in 1862 in the hope of finding a few Corvinas in the Seraglio or palace of the Turkish sultan. Equipped with the recommendation of the Austro-Hungarian ambassador, they were admitted to the Sultan's library. After a few weeks of negotiation and prayers, the Turkish archivist showed them sixteen Corvinas, bound in crimson velvet.<sup>29</sup> But they were never admitted to the room where the Corvinas were kept, and were unable to find out whether this was only a part or all of the manuscripts that once belonged to King Matthias. When, in 1869, Emperor Francis Joseph went to Egypt to attend the inauguration of the Suez Canal, he passed through Constantinople. Sultan Abdul-Aziz of Turkey, to please the emperor, presented him with four Corvinas. They were later deposited in the National Museum in Budapest.

In Hungary the belief persisted that a great number of Corvinas were still hidden in the treasure chests of the Sultan's library in Constantinople. However, there was no way of ascertaining this assumption. The opinion was also advanced that many precious manuscripts were transported from Constantinople to Bagdad. The palace of Bagdad actually contained valuable documents, books, and illuminated manuscripts. But during the World War, in 1917, a fire broke out and all the perishable treasures were prey to the flames.

Hungary, with one eye on its past, in an effort to recapture the glory of bygone days, makes a serious effort again to reunite

<sup>29</sup> Arnold Ipolyi, "Mátyás király könyvtára maradványainak fölfedezése," *Magyar könyvszemle* (Budapest, 1878), p. 103.

in Buda the manuscripts that belonged to King Matthias. In 1927, Signor Mussolini, as a diplomatic gesture, presented to the Hungarian National Museum two beautiful Corvinas which had been for centuries in Italy.<sup>30</sup> And more recently, the Austrian government, in conformity with an agreement concerning art works which were once mutually owned by Austria and Hungary but which remained largely on Austrian territory, has agreed to deliver over to Hungary sixteen manuscripts that belonged to the Bibliotheca Corvina, together with other valuable codices.<sup>31</sup>

With our present knowledge concerning authentic Corvinas, a complete catalog would hardly contain two hundred items. Most of them are the cherished property of the Hungarian National Museum, but copies are to be found in the great libraries all over Europe. As we have mentioned, two manuscripts are in the Morgan Collection. A catalog prepared by Bishop Fraknói enumerates 152 Latin, 8 Greek manuscripts, and 4 incunabula, all authentic Corvinas, giving also their present owners. Of the four incunabula one, *Statuta urbis Romae*, with Matthias' coat-of-arms on its title-page, is supposed to be in America. However, it is not listed in the *Census of fifteenth century books owned in America*.<sup>32</sup>

GÉZA SCHÜTZ

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<sup>30</sup> "A Nation sentenced to death," *Magyarország* (Budapest, 1929), p. 15.

<sup>31</sup> *The Manchester guardian weekly*, XXVIII, 3 (January 20, 1933), p. II.

<sup>32</sup> Bibliographical Society of America, *Census of fifteenth century books owned in America* (New York, 1919).

## AN ANALYTICAL STUDY OF THE USE OF A COLLEGE LIBRARY<sup>1</sup>

### I

**D**URING the last few years educators have been placing increased emphasis upon reading and use of books by college students. In its evaluation of standards the North Central Association of Colleges and Secondary Schools is proposing to transfer the emphasis from the size of the book collection to the character of the books and their use.<sup>2</sup> Comparatively few analytical studies have been published on the use of the college library by students. How many students use the library and why? How many of them obtain what they want? What are their difficulties? Does their use of books show any progression? Does the assignment of books or the assignment of problems lead to independent reading? Even if these inquiries are satisfactorily answered there will still remain the question of the amount of profit a student derives from his use of library books.

Any study, however elementary, of the use of the library by students presents difficulties. In most libraries many volumes and most current periodicals are kept on open shelves; any measuring of their use is complicated. In the larger colleges and universities a considerable proportion of the book collections is distributed over the campus in departmental libraries, the use of which should be included in a comprehensive study. Furthermore, instructors lend library books directly from their own offices. The library has no record of such use; nor can it easily ascertain the number of books used in the stacks by graduate students and faculty, or those used in seminars by both graduates and undergraduates. In some colleges there are dormitory

<sup>1</sup> A report of one of the studies being conducted by a faculty committee at Iowa State College on the use of the library.

<sup>2</sup> L. R. Wilson, "The Reader receives new consideration," *Library journal*, LVIII (1933), 353-58.

and fraternity libraries, the use of which cannot always be measured adequately. Nevertheless, a few studies are available, some of which are noted.

At the University of Indiana<sup>3</sup> the results of a library information quiz given to the four undergraduate classes would seem to indicate that at Indiana senior students are no better acquainted with the library and have no greater facility in its use than freshmen. "Knowledge of the use of the library plays a rather small part in these students' scholastic achievement."

In January, 1933, A. C. Eurich<sup>4</sup> reported a study of the student use of the library at the University of Minnesota. His study was based on a count of books withdrawn from the various desks. The number of books borrowed daily from the main circulation desk was 5.6 per cent of the number of students in college, from the desk in the reserve room 15.9 per cent, and in the periodical room 5.6 per cent, a total of 27.1 per cent. As Dr. Eurich states:

These proportions merely provide a crude estimate of the student use of the library. It is recognized that one student may be represented several times in the total circulation for a given division or the same student may appear several times in the different divisions. The total circulation does not, therefore, represent the number of individual students. Since this is true, the ratios cannot be interpreted as the proportion of students who use the library. If such were the case they would be smaller than those given in the table. It may be said, however, that the proportion of students who use the library each day is a relatively small part of the entire student body.

It should be noted that Dr. Eurich did not take into consideration the use of books on open shelves, since he based his conclusion solely on the count of books charged out at various library desks. The use of such books, as compared with the use of books on open shelves, varies widely with different university libraries. Furthermore, the librarian of the Minneapolis Public Library reports that many university students use the public library and undoubtedly there is also a considerable student use

<sup>3</sup> C. M. Louttit and J. R. Patrick, "A Study of students' knowledge in the use of the library," *Journal of applied psychology*, XVI (1932), 475-84.

<sup>4</sup> "Student use of the library," *Library quarterly*, III (1933), 87-94.

of the St. Paul libraries. This use would naturally decrease calls upon the university library.

In another article Dr. Eurich<sup>5</sup> reported on the relation between students' reading and scholarship, and also on the proportion of students' study and reading hours which were spent in the library. Data were collected from 317 students "who for a period of one week kept complete logs of their reading and study." With a warning against generalizations from data secured from a particular group, he reports that

approximately one-fourth of the total amount of time that students devote to reading and study is spent in the university library. . . . A significant tendency appears for the seniors to use the university library to a greater extent than do sophomores or juniors. . . . The relationship between the amount of library reading and intelligence is negligible. . . . Students who spend some time reading in the university library have a significantly higher scholarship average than those who do not.

An unusual study by President Henry W. Wriston<sup>6</sup> on the faculty use of the library at Lawrence College is noteworthy on account of the technique employed as well as the findings. President Wriston attempted to determine whether any relationship existed between the scholarship of faculty members and (1) their use of the college library, (2) the number of books regularly recommended by them for purchase, and (3) books recommended as a result of a special grant. An index to faculty scholarship was obtained from a rating by faculty members of the relative scholarship of their colleagues. President Wriston reached the following conclusion:

This was admittedly only a rough and ready test to determine whether the college library may be used to assist administrative officers in reaching fair and balanced conclusions regarding faculty scholarship. The indications are clear that except in the field of science it can give data of high reliability. Many of the difficulties which were anticipated failed to materialize. Some professors buy more books than others. It was feared that that fact might up-

<sup>5</sup> "The Significance of library reading among college students," *School and society*, XXXVI (1932), 92-96.

<sup>6</sup> "Objective indices of faculty scholarship obtainable through the library," *Association of American Colleges, Bulletin*, XVIII (1932), 176-85.

set the validity of the data from the library. In a small college it is not difficult to know who the habitual book-buyers are. This study indicated that as a general rule the more active buyers are also the more active borrowers, and they are among the first to make use of special appropriations.

President Wriston mentions elsewhere in his article that the use of the library by scientists could not well be compared with the use by those working in the humanities. It is possible that his technique could be used for a comparison of the activities of various scientists within their respective fields.

For several reasons the results of a study of the use of the library at Iowa State College may be of value to other institutions, since local conditions make possible findings which appear to approximate more closely the total use of the library than could be as easily obtained at many other institutions. At Iowa State practically all students who enter the library come to use books. There are no offices in the building, and no classes were held there during the period of the study. After strenuous efforts for a number of years by the library staff and the student council, the use of the building for "dating" has been reduced to a minimum. At Ames there are very few students living at a distance from the campus. Practically all of them can return to the library in the evening without any great inconvenience. The public library is small and its use by college students is almost negligible.

On the other hand, at Ames as elsewhere, it is not feasible to estimate the use of library books in the various laboratories on the campus, the use of dormitory libraries, and the use of books charged out to professors' offices. The figures obtained, therefore, do not represent the entire use of library books. The actual use is greater than the data given in this paper would indicate. It is believed that the approximation given here, on account of the different technique employed, more nearly represents the percentage of students actually using the library than do Dr. Eurich's figures for Minnesota. The results obtained in the study at Iowa State College indicate clearly a greater use of a college library than appears from some studies previously pub-



lished—not necessarily because the library studied is used more, but possibly because conditions made it possible to obtain a more adequate sampling.

## II

### PURPOSE OF STUDY

The object of this study is to ascertain:

1. The number of students who use the college library and the number of books consulted.
2. The nature of the use, whether for assigned reading, general reading, or solution of problems.
3. The proportion of patrons who obtain the books and information which they desire.
4. Whether any preliminary results could be obtained which would justify an extensive qualitative and comparative study of the use of reserved books by students of various departments.

A count of the number of students using the library and a classification of the purposes for which they come to the library should give to the library administrator some idea of the number and type of books demanded, and the necessary seating capacity of various rooms. The number of books used should furnish data to support requests for book appropriations. Critics of libraries, especially legislators and budgetary officials, not infrequently argue that if the annual budget of a library be divided by the number of books lent for home reading, the cost per book lent reaches the astounding figure of \$1.00 or more. The customary reply that any such statement fails to take into consideration the books used within the building brings forth the request for statistics, which can seldom be supplied, on the total number of books used.

A qualitative investigation of the use of the library would be of greater value than a study of the amount of use. The profit derived from reading, the relationships of students' reading to their academic progress, and comparisons of the reading of various groups of students are basic problems which this study does not attempt to solve. However, until qualitative studies are completed, a library used by 50 per cent of the student body

each day, for example, has a much stronger claim to budgetary consideration than a library used by only 5 per cent of the student body.

### III

#### METHOD AND TECHNIQUE

At Iowa State College the periodical room and the assigned-reading room are located on the ground floor; the seminar rooms on the third floor; the main reading room, the delivery room and the card catalog, as well as the entrance to the stacks, on the

TABLE I  
REGISTRATION STATISTICS OF IOWA STATE COLLEGE

DIVISION	MAY, 1932			FEBRUARY, 1933		
	Men	Women	Total	Men	Women	Total
Agriculture.....	612	17	629	658	15	673
Engineering.....	1,142	2	1,144	1,046	3	1,049
Home economics.....	0	789	789	0	685	685
Industrial science.....	244	92	336	284	94	378
Veterinary.....	164	0	164	152	0	152
Total—Undergraduates..	2,162	900	3,062	2,140	797	2,937
Total—Graduates.....	349	90	439	371	76	447
Grand total all students	2,511	990	3,501	2,511	873	3,384

second floor. About 18,000 volumes and practically all current magazines are kept on open shelves. The books for assigned reading (8,000 volumes) are on closed shelves, with the exception of books for a limited number of courses for upper classmen, which are kept on open shelves in the main reading room. Although students at Iowa State College are probably typical of college students in midwestern universities, the number of students electing technical courses is much greater than in most universities. The college comprises the divisions of agriculture, engineering, home economics, industrial science, and veterinary medicine, and a graduate college. The registration statistics for the periods concerned are given in Table I. Since Iowa State

College is predominantly a technological institution, the number of hours spent in the laboratory is probably higher than at universities with liberal arts colleges.

Three methods were used for the collection of data: (1) count and analysis of attendance, (2) personal interviews, (3) count and analysis of slips for books charged over the assigned reading desk. An attempt was made to answer four questions: How many students use the library? For what purpose do students come to the library? Why do students fail to get what they want? What is the nature of the use of reserved books?

1. A careful count was made of all students entering the library during certain days. Assistants, using mechanical hand tallies, counted all students entering the building. Hourly tabulations showed peaks of attendance and indicated the periods when the library was most used. The days selected for the count were typical of the use of the library, if the number of books borrowed from the loan desk for home use is a fair criterion. For the last ten years the number of books borrowed daily for home use was consistently below average at the beginning of the quarter and above average for the weeks before midterm and final examinations, respectively. These statistics also indicated that the intensity of use was above average on Sunday, below average on Saturday, and about average on each of the five days Monday to Friday inclusive. The beginning of the quarter, when the use of the library is less than normal, was excluded from the tabulation in this study, as was also the week before both midterm and final examinations, when the use is greater than normal. The count was taken for three typical days of the period Monday to Friday. A count was taken separately for Saturday and Sunday, as the intensity of use is much different on these days.

2. Interviews were obtained by four members of the faculty committee; two men secured slightly in excess of 85 per cent of all the interviews. Each interviewer was provided with a mimeographed blank (Appendix A), the items of which could be checked. A preliminary tryout of the interview blanks eliminated all non-differential and superfluous questions. The con-

cise interviews required only about one minute and forty seconds of a student's time. Students were not asked for their names and were informed that the investigation had no relation to their college records. Advance publicity was given in both the student and the town newspapers and it is felt that the co-operation of the student body was fully obtained. The days selected were Wednesday and Thursday; Saturday, on which the use is below the average; and Sunday afternoon, when the intensity of use is greater than at any other time. The interviewers attempted to question each student who left the library, but during rush periods obviously not all could be approached. The questions were designed to show the reasons of the students in coming to the library on the specific occasions when they were interviewed. Students were not asked their reasons for using the library in general. A sample checking of the replies verified the information given.

3. On three typical days an hourly count of all books supplied in the assigned-reading room was made by a library attendant.

4. Call slips for all books used in the assigned-reading room on four typical days were classified by courses and compared with enrollment and number of reserved books in those courses.

#### IV

##### RESULTS AND CONCLUSIONS

1. *How many students use the library?*—The total number of students entering the library on certain days of the week is given in Table II. The average for the five typical days (excluding Saturday and Sunday) is 1,919. If the attendance be computed for the week, the total number of students entering the library during the week is 11,108, or a daily average of 1,587. From the interviews it was found that 6.3 per cent of all students entering the library came solely to use their own books. This percentage was deducted from the total in order to ascertain the actual number of library users. The estimated number of students who came to the library daily to use library books was, therefore, 1,487, to which should be added the 99 students who on the average used the engineering library daily. The total

is 1,586, or 47 per cent of the student body of 3,384 during the winter quarter, 1933. Each student, therefore, visits the library on an average about once every other day. He may, of course, visit the library twice in one day and not at all for the next three days. This estimate of library attendance does not include the use of many small collections scattered over the campus in offices, laboratories, and dormitories.

TABLE II  
STUDENT ATTENDANCE AT THE LIBRARY FOR A TYPICAL WEEK

Hours	Feb. 1, Wed.	Feb. 14, Tues.	Feb. 15, Wed.	Mean	Feb. 18, Sat.	Feb. 19, Sun.
7:45-8:00 A.M....	43	62	63	56	27	.....
8:00-9:00.....	211	251	241	234	147	.....
9:00-10:00.....	225	191	206	207	124	.....
10:00-11:00.....	144	164	172	160	73	.....
11:00-12:00.....	55	84	35	58	47	.....
12:00-1:00 P.M....	73	99	78	83	30	.....
1:00-2:00.....	109	143	103	118	95	.....
2:00-3:00.....	167	145	152	154	86	365
3:00-4:00.....	166	153	170	163	51	200
4:00-5:00.....	173	270	214	219	52	113
5:00-6:00.....	34	67	55	52	40	63
6:00-7:00.....	39	42	42	41	.....	.....
7:00-8:00.....	210	244	237	230	.....	.....
8:00-9:00.....	118	129	130	125	.....	.....
9:00-9:30.....	17	15	17	16	.....	.....
Total.....	1,784	2,059	1,915	1,919	772	741

Total for the week is obtained by multiplying mean daily attendance for February 1, 14, and 15 by 5 for the 5 full class days (Monday-Friday), and adding attendance for Saturday and Sunday. The result is 11,108, or a daily average of 1,587.

Hours of opening on Saturdays, 7:45 A.M.-6:00 P.M.; Sundays, 2:00-6:00 P.M.

This percentage of 47 compares with a percentage of less than 27.1 at Minnesota as given by Dr. Eurich, who based his estimate on a count of call slips rather than on a count of students entering the building. A count of call slips presented at various desks at Iowa State College Library shows that the ratio of call slips to the student attendance for a typical day is 981 to 1,586. Calls for books from the stacks for reading-room use were excluded. In other words, to every 6.2 call slips 10 students enter the library. This ratio would be increased in favor of the num-

ber of call slips were it not for the fact that all current periodicals and all books in the art and architectural seminars, as well as 15,000 books in the main reading room, are on open shelves. If call slips were required for the use of such books and periodicals the number of call slips would have been much greater than the number of students entering the library.

Of the 981 call slips presented at the desks during a typical day, 348 were for books withdrawn for home use; 633 were for books from the reserve collection to be used within the building. No count was made of books withdrawn from the stacks for reading-room use only.

To obtain an estimate of the total number of books used within the building, especially those used from open shelves, assistants were stationed in various rooms and in the stacks for two days in 1932. The use of dictionaries was excluded, but not the use of reference books and periodical indexes. Unbound numbers of periodicals were included for this purpose under the definition of books. The total use of all library books and periodicals in the building for a typical day was in excess of 4,200, or a ratio of all library books actually used to those withdrawn for home reading of about 12 to 1. Neither the number of books lent for home reading nor the number of call slips presented at various desks can be an adequate measure of the total use of books in a library such as that of Iowa State College. The proportion of books actually used to the number of call slips presented at various desks undoubtedly will vary greatly in different institutions, depending upon the access to books on open shelves and the use of stacks and seminar rooms. The ratio given here may be peculiar to this library, where the use within the building is probably much greater than in many institutions. The count was difficult to make, requiring the services of ten assistants. Obviously the ratio obtained is only an estimate. An exact figure would require a count over many more days during various months of the year.

Since the use of dormitory and fraternity libraries and of small collections scattered over the campus was not included, it is safe to say that a typical student at Iowa State College makes

use of library books much more often than every other day, and that the number of library books used daily is in excess of 4,200.

TABLE III  
PURPOSE FOR WHICH STUDENTS COME TO THE LIBRARY AS SHOWN BY INTERVIEWS  
(Actual Count)

GROUP	TOTAL NUM- BER INTER- VIEWS	AS- SIGN- ED READ- ING	PROB- LEM OR TOPIC	SPE- CIFIC BOOKS OTHER THAN AS- SIGN- ED READ- ING	GENERAL READING		NEWS- PAPERS	OTHER REA- SONS	STUDY FROM OWN BOOKS ONLY	MATERIAL OBTAINED	
					Books	Mag.				Yes	No
Undergradu- ates:											
Men.....	563	226	126	38	44	70	83	49	40	428	40
Women....	365	216	87	31	13	15	35	26	24	274	35
Total....	928	442	213	69	57	85	118	75	64	702	75
Graduates:											
Men.....	83	23	34	10	9	6	14	7	2	66	9
Women....	31	13	14	0	2	1	3	4	0	27	3
Total....	114	36	48	10	11	7	17	11	2	93	12
Total stu- dents:											
Men.....	646	249	160	48	53	76	97	56	42	494	49
Women....	396	229	101	31	15	16	38	30	24	301	38
Total....	1042	478	261	79	68	92	135	86	66	795	87
Faculty:											
Men.....	25	0	12	0	8	10	1	8	0	22	3
Women....	8	0	5	0	1	1	1	3	0	8	0
Total....	33	0	17	0	9	11	2	11	0	30	3

## HOURS OF INTERVIEWS

May 18, 1932, Wed. 3:30- 4:30 P.M.  
 May 19, 1932, Thurs. 7:15- 9:30 P.M.  
 Feb. 1, 1933, Wed. 9:00-12:00 A.M.  
 Feb. 1, 1933, Wed. 3:30- 5:30 P.M.  
 Feb. 1, 1933, Wed. 7:00- 9:30 P.M.  
 Feb. 2, 1933, Thurs. 7:00- 9:30 P.M.  
 Feb. 5, 1933, Sun. 3:00- 6:00 P.M.

One valuable result of the study was the discovery of the hours during which the library was most used. On Saturday afternoon from 1:00 to 6:00, only 324 students entered the library. The greatest number entering the library (365) during



any one hour was from 2:00 to 3:00 on Sunday afternoon. It might seem desirable, therefore, to open the library more hours on Sunday. The next most popular hour was 8:00 to 9:00 on week-day mornings except Saturday (mean of 234), and 7:00 to 8:00 on week-day evenings except Saturday (mean of 230). These figures should be verified by a more extended count than was taken at this time.

TABLE IV

PURPOSE FOR WHICH STUDENTS COME TO THE LIBRARY AS SHOWN BY INTERVIEWS  
(Percentages)

GROUP	TOTAL NUMBER INTER- VIEWS	AS- SIGNED READ- ING (PER CENT)	PROB- LEM OR TOPIC (PER CENT)	SPEC- IFIC BOOKS OTHER THAN AS- SIGNED READ- ING (PER CENT)	GENERAL READING (PER CENT)		NEWS- PAPERS (PER CENT)	OTHER REA- SONS (PER CENT)	STUDY FROM OWN BOOKS ONLY (PER CENT)	MATERIAL OBTAINED (PER CENT)	
					Books	Mag.				Yes	No
Undergraduates:											
Men.....	523*	43	24	7	8	13	16	9	7	82	8
Women.....	341*	63	26	9	4	4	10	8	7	80	10
Total.....	864*	51	25	8	7	9	14	9	7	81	9
Graduates:											
Men.....	81*	28	42	12	11	7	17	9	2	82	11
Women.....	31*	42	45	0	6	3	10	13	0	87	10
Total.....	112*	32	43	9	10	6	15	10	2	84	10
Total:											
Men.....	604*	41	27	8	9	12	16	9	7	82	8
Women.....	372*	61	27	8	4	4	10	8	6	81	10
Total.....	976*	49	27	8	7	9	14	9	6	81	9

\* Excludes students using their own books.

Library attendants have felt that during the last two years there has been a decided increase in the use of the library from 4:00 to 6:00 in the afternoon. The figures collected would confirm this impression. The mean of students entering the library from 4:00 to 5:00 was 219, as compared with 118 from 1:00 to 2:00, 154 from 2:00 to 3:00, and 163 from 3:00 to 4:00.

2. *For what purpose do students come to the library?*—Table III gives the results of 1,042 interviews with students. The same results are presented as percentages in Table IV. Some

students gave more than one reason for coming to the library; the total of the percentages for the various classifications is, therefore, somewhat over 100. In Table IV, the number of students who came solely to use their own books is excluded from the calculation of the percentages.

The fact that undergraduate students come to the library more for assigned reading than for any other purpose is clearly shown in the table. Of the undergraduate students who came to the library for use of library books, 51 per cent used books on assigned-reading lists, although a small proportion of these came also for some other purpose. The assumption is often made that the definite assignments are by far the greatest reason for the students' use of the library. This assumption is borne out by the figures; however, the percentage is not so large as was anticipated. Twenty-five per cent of the undergraduates came, not for assignments in definite books, but to work out problems. It is believed that the tendency is toward assignment of problems rather than assignment of definite pages, although the lack of statistics for previous years makes impossible a proof of this statement. It is known that for courses in some departments (for example, history and engineering) problem assignments have been substituted during the last three years for definite reading assignments. Of the 76 per cent who came to the library as a result of class assignments, one-third came to work on problems, and two-thirds to use definite books in the assigned-reading room. Thirty per cent of the undergraduate students came for general reading. Twenty-three per cent came for general reading in magazines and newspapers, and only 7 per cent for the general reading of books.

An independent study, now in progress, indicates that students of this institution read many books of general interest owned by themselves or their friends or borrowed from fraternity or dormitory libraries. The figures given here do not represent the total amount of general reading of students.

Some interesting sex differences appear in the tables. More undergraduate women than men, in proportion to the number of each sex interviewed (63 per cent against 43 per cent), come

for assigned reading. It is not known whether this fact is in reality a sex difference or is a result of the differences in curricula. More men than women are interested in the general reading of books, magazines, and newspapers—37 per cent as compared with 18 per cent. Of the men interviewed, 16 per cent came to the library to read newspapers as compared with 10 per cent of the women.

The fact that a great proportion of women came for assigned reading may be due to the nature of the courses of study at Iowa State College. Practically all the students in engineering and veterinary medicine are men while all the home economics students are women. The instructors in home economics may be more dependent upon assignments to definite library books than are instructors in engineering, since there are fewer textbooks in home economics subjects. A further study is in progress to attempt to explain the sex differences in the use of the library.

The statement often made that women are more conscientious in their use of the library than men may or may not be substantiated by a comparison of the number of men and women interviewed. At Ames, for the winter quarter, 1933, there were 2,511 men and 873 women registered, the ratio being nearly three men to one woman. The use of the library by men as compared to the use by women shows a proportion of less than two men to one woman. Exactly 62 per cent of those interviewed were men and 38 per cent were women. Without any doubt the undergraduate women use the library more on the average than the men. This fact may likewise be due as much to the subject matter of courses taken as to any sex differences.

Table V gives the number of undergraduate students interviewed, arranged by classes. The percentage increased from 22 per cent of the members of the freshman class to 28 per cent of the sophomore, 36 of the junior, and 41 per cent of the senior. At Ames the upper classmen use books in departmental or laboratory collections to a considerable extent, whereas undergraduate students use these collections practically not at all. As this library use was not taken into consideration in the studies made, the increased use by upper classmen is even

greater than the figures indicate. The consistent increase agrees with the findings of Dr. Eurich that seniors use the university library more than sophomores or juniors. Apparently students increase their use of the library steadily throughout their four years of college, if the studies at Minnesota and Ames are a criterion.

The tests at the University of Indiana<sup>7</sup> would indicate that senior students are no more adept than freshmen in the use of

TABLE V  
PERSONAL INTERVIEWS DIVIDED AS TO CLASSES

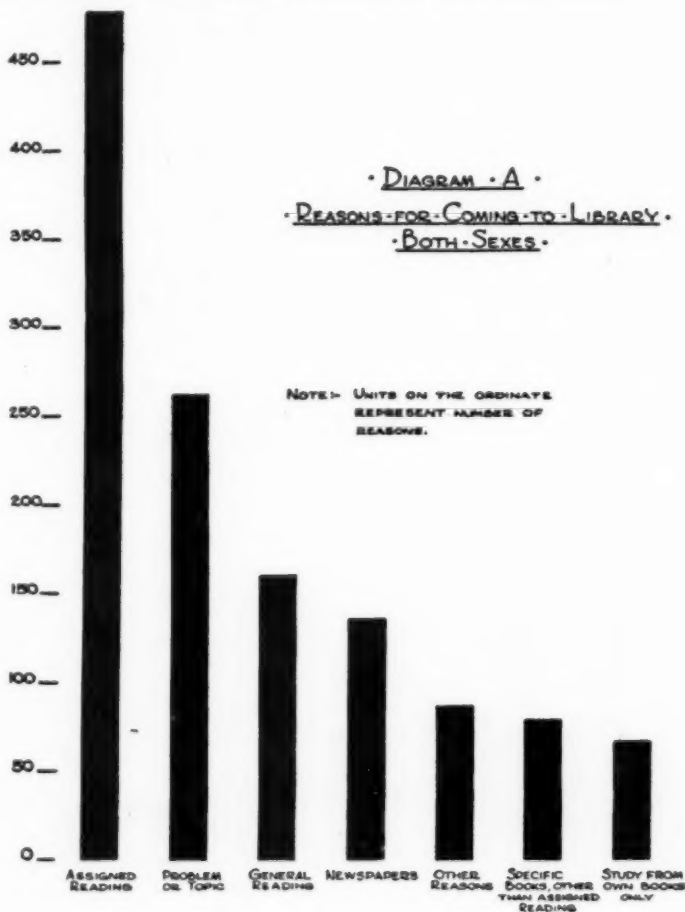
Class	Men	Women	Total	Percentage of Class Membership
Freshmen.....	100	57	157	22
Sophomores.....	148	90	238	28
Juniors.....	154	114	268	36
Seniors.....	161	104	265	41
Total undergraduates.....	563	365	928	37
Graduates.....	83	31	114	27
Grand Total.....	646	396	1,042	30

the library. The data mentioned above would not necessarily contradict this statement, except as increased use may tend to greater knowledge. The study at Iowa State College does show that there is a steadily increased use of the library as the student progresses toward academic maturity.

Some results which are not shown in the tables were obtained from the interviews. A few students wasted considerable time in going to the wrong room but finally obtained, after considerable difficulty and delay, the material they desired. One student searched for an hour among current periodicals to find the text of the Nineteenth Amendment. If he had gone to the reference desk he could have obtained the information in less than a minute. Another student in searching for a certain poem withdrew the works of several poets from the assigned-reading room

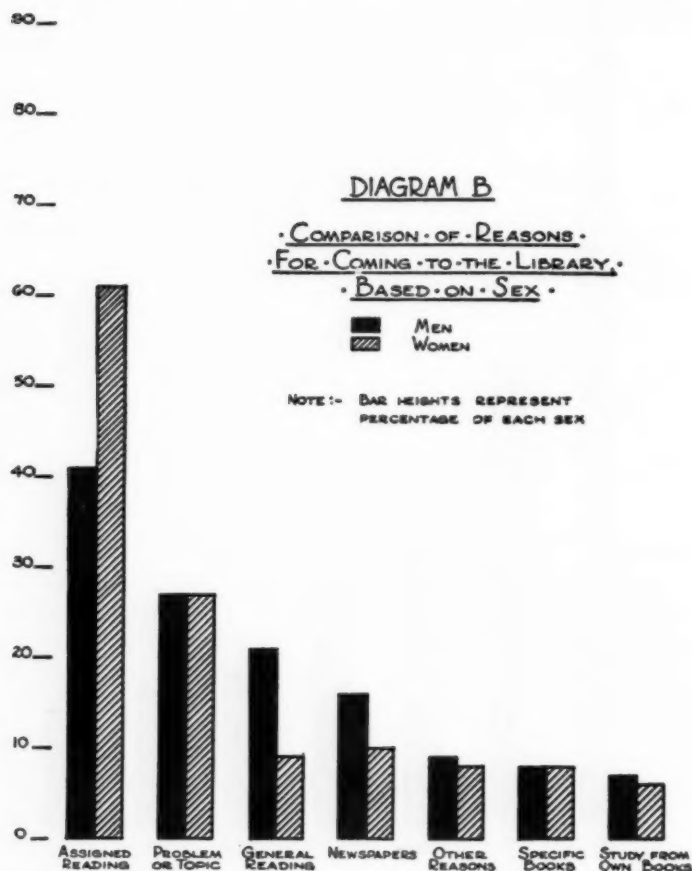
<sup>7</sup> Louttit and Patrick, *op. cit.*

desk. An inquiry by a library assistant finally was the means of directing him to Granger's *Index to poetry and recitations*.



A graphical representation showing the reasons of both men and women for coming to the library is given in Diagrams A and B.

3. *Why do students fail to obtain what they want?*—The results obtained by the interviews show that a smaller number of students than was anticipated failed to secure the material desired.



Of the undergraduate students, 81 per cent obtained the information they sought, 9 per cent did not, 10 per cent did not answer or gave indefinite replies (such as "Some of it"). Of

the graduate students, 84 per cent obtained what they sought. Of those who did not, 24 per cent (or 2.4 per cent of the total number of students interviewed who gave definite answers) stated that the books desired were charged out at the loan desk; 12 per cent (or 1.2 per cent of the total) found that the books needed were not possessed by the library; 1 per cent found that the books they desired were at the bindery. The full percentage table is given in Table VI.

TABLE VI  
REASONS FOR NOT OBTAINING MATERIAL DESIRED  
(As Shown by Interviews)

REASON	STUDENTS FAILING TO OBTAIN DESIRED MATERIAL	
	Number	Per Cent of Total
Book out—loan desk.....	21	24
Book out—reserve room.....	27	31
Book not accounted for.....	4	5
Book at bindery.....	1	1
Book not in library collection.....	11	12
Magazines or newspapers in use.....	4	5
Incorrect bibliographic information.....	1	1
Wrong room.....	1	1
Not enough time.....	6	7
Difficulty in use of catalog.....	4	5
Desired information not available in books examined.....	7	8
Total.....	87	100%

The percentage of books called for but charged out to bindery is much less than that determined by studies made several years ago (1 per cent against 5 per cent). The probable reason is that in the days of prosperity it was impossible to obtain the return of books from the bindery, which was designated by the state superintendent of printing, in less than two months' time. At present, books are being returned in less than two weeks.

In order to validate Table VI, which gives under various categories the number of students who reported that they could not obtain what they wanted, the call slips for books not sup-



plied at the loan desk were classified. The results agreed in general with those obtained from the interviews, although the check of call slips was made on the basis of books not supplied, whereas the check from interviews was made on the basis of the number of students who reported that they could not obtain what they wanted. Of the books requested at the loan desk, 15 per cent were not immediately supplied, as compared with 19 per cent of students who did not obtain what they desired. Some of the failures in the latter case, however, were due to the fact that books requested were not in the library collections. Requests for these books would naturally not appear in the call-slip check. Both checks agreed in the percentage of 1 per cent of failures due to the fact that books called for were at the bindery.

The close agreement between the check of loan-desk slips for books not supplied and the similar results obtained from interviews would again confirm the validity and accuracy of the interview method used in this study, at least in respect to this question.

Five or six of the students who failed to obtain the material desired were not very complimentary to the library in their expressions of dissatisfaction. Students, like most of the rest of us, "want what they want when they want it." One observant student complained that "the perpetual costume of a librarian seems to be a frown."

The assistants in the reference room were quite positive that one of the chief causes for not obtaining the material desired was the incorrect bibliographic information given to students by members of the faculty. This reason for failure did not appear in the interviews, probably because students who had insufficient or wrong bibliographic information either consulted assistants at the desk or telephoned their instructors. The conclusion of the assistants that many inaccurate references were given to students by members of the faculty may have been a result of the number of inquiries with incorrect references, which, however, did not form any insurmountable barrier to the final location of the material.

The proportion of books not supplied at the assigned-reading room desk was much less than anticipated. The low percentage

of 27 students out of 478 (less than 5 per cent) who found that the reserved books they desired were charged out is undoubtedly due to the attempt made during recent years not only to provide a sufficient number of copies of books so that ordinary demands can be met, but also to persuade instructors to distribute their assignments in such a way that not all the students in a large class are referred to the library for the same books at the same time.

4. *The nature of the use of reserved books.*—An attempt was made to classify books supplied in the assigned-reading room according to departments of instruction and individual courses in order to obtain (1) ratios between the number of books used in specific courses and the number of students registered for such courses, and (2) the ratio of the number of books used in a specific course to the total number of books on reserve for the course. The figures obtained do not represent the daily average use, since February 18 and 19 (two of the four days studied) fell on Saturday and Sunday, when the total daily use is much less than on other days of the week.

It is apparent to assistants in the assigned-reading room that typical days cannot be selected in any study of the comparative use of reserved books by students. Departments make their assignments at different periods; some require papers at definite times during the course, others have assignments to be covered by the end of the quarter. A further study is proposed to determine which instructors are placing on reserve books which are little used, and why such reserved books are not used. The results will have a bearing on the purchase of books for reserve.

The results of the classification of call slips indicate that students taking courses in the following departments withdrew the greatest number of books: education, psychology, economics, foods, textiles, and sociology. The departments are arranged in order of number of withdrawals. In Dr. Eurich's study, the six departments at Minnesota which ranked highest in the number of books withdrawn were history, education, economics, psychology, literature, and sociology. The two lists are consistent to a much higher degree than was anticipated. Of the six highest ranking departments, four appear in both the

Minnesota and the Ames lists: education, economics, psychology, and sociology. The fact that Iowa State College is chiefly a technological institution with no liberal arts college and a high enrollment in home economics explains why history and litera-

TABLE VII  
NUMBER OF BOOKS SUPPLIED FROM ASSIGNED READING ROOM,  
ARRANGED BY DEPARTMENTS  
(February 14, 15, 18, 19, 1933)

COURSE	RANK	BOOKS SUPPLIED TO			COURSE	RANK	BOOKS SUPPLIED TO		
		Men	Wom- en	Both			Men	Wom- en	Both
Education.....	1	78	211	289	Veterinary phy- siology.....	25	23	0	23
Psychology.....	2	56	119	175	Engineering.....	26	22	0	22
Economics.....	3	71	80	151	Farm crops.....	27	17	0	17
Foods.....	4	1	134	135	General reserves	28	10	6	16
Textiles.....	5	1	132	133	Hygiene.....	29	1	13	14
Sociology.....	6	30	77	107	Religious edu- cation.....	30	1	11	12
English.....	7	56	49	105	Geology.....	31	10	1	11
Government.....	8	55	49	104	Zoology.....	32	7	3	10
Art.....	9	2	93	95	Landscape arch- itecture.....	33	6	3	9
History.....	10	19	64	83	Veterinary anat- omy.....	34	8	1	9
Chemistry.....	11	69	13	82	Agricultural engineering..	35	7	0	7
Child develop- ment.....	12	0	77	77	Industrial arts.	36	4	0	4
Forestry.....	13	72	1	73	Chemical engi- neering.....	37	2	1	3
Dairy Industry..	14	57	3	60	Physical educa- tion.....	38	0	3	3
Animal husband- ry.....	15	50	1	51	Technical jour- nalism.....	39	1	2	3
Public speaking.	16	17	32	49	Veterinary pa- thology.....	40	3	0	3
Bacteriology....	17	41	7	48	Military.....	41	1	0	1
House equipment	18	0	34	34					
Botany.....	19	25	8	33					
Home manage- ment.....	20	0	32	32					
Genetics.....	21	29	2	31					
Physics.....	22	22	8	30					
Horticulture....	23	21	2	23					
Statistics.....	24	13	10	23					
					Total.....		908	1,282	2,190

ture, which appear among the first six in the Minnesota list, are replaced by foods and textiles in the Ames list.

The figures again confirm the fact that many more books in the assigned-reading room were called for by women than by men. In order to compare sex differences the counts in foods

and textiles were eliminated, as there were only women enrolled in these courses. If we divide the number of call slips (for men, 235; for women, 487) for books supplied for courses in the remaining four departments, by the number of students enrolled (men, 837; women, 687) we find a mean of 0.28 for the men and 0.71 for the women.

The 279 women enrolled in education courses for which books were reserved were supplied with 211 books, or an average of 0.76. The average for the men was 0.68 (78 books supplied to

TABLE VIII  
ENROLLMENT IN COURSES WITH BOOKS  
ON RESERVE, WINTER, 1933

Course	Men	Women
Economics.....	354	68
Education.....	114	279
Foods.....		232
Textiles.....		180
Psychology.....	285	245
Sociology.....	84	95
Total.....	837	1,099

114 men). In psychology the ratio for women was 0.49; for men, 0.20. In economics the ratio for women was 1.2; for men, 0.20. In sociology, for women, 0.81; for men, 0.36. The unusually high percentage for women in economics was probably due to the fact that the enrollment in one course consisted almost entirely of women, who made a very exceptional use of reserved books. The conclusion is clear that women at Iowa State College are more conscientious than men in reading their library assignments. The basic figures are given in Tables VII and VIII.

The ratio of books on reserve to books supplied will not furnish any definite conclusions of the comparative use of reserved books by departments, on account of the limited time (four days) in which the study was made. Nevertheless, the figures are added for purposes of comparison in later studies: for education courses, 2,084 volumes were reserved, of which 211 were lent during the four days statistics were kept, or about 10 per

cent; for psychology, 565 books were on reserve, and 175 volumes were lent, or 30 per cent; for economics, 26 per cent; for sociology, 23 per cent.

## V

## SUMMARY

1. A student at Iowa State College, as shown by this study, uses the library or library books on the average more often than every other day. The mean daily use of the library at Iowa State College was 4,200 volumes. The student enrollment was 3,384. This use is somewhat greater than that indicated by some studies at other institutions. The difference may be due in part to a more adequate sampling made possible by the exclusive use of the library for library purposes, and in part to local conditions, such as lack of public-library facilities, and accessibility of the library during evening hours.

2. The greatest use of the library is for reserved books. Almost exactly one-half the students entering the library came to use books on the reserve lists.

3. Women are more conscientious than men in the reading of definite assignments. Men read more newspapers and library books of general interest.

4. As a student progresses toward academic maturity, he makes a steadily increasing use of the library.

5. Students at Iowa State College in education, psychology, economics, foods, textiles, and sociology made the most use, in the order of departments named, of the assigned-reading room. If the curricular differences at the University of Minnesota and Iowa State College are taken into account this conclusion is in agreement with the findings of Dr. Eurich.

6. The hourly use of the library at Iowa State College is the greatest on Sunday afternoon and the least on Saturday afternoon.

H. V. GASKILL  
R. M. DUNBAR  
C. H. BROWN

## APPENDIX A

## IOWA STATE COLLEGE

## SURVEY OF LIBRARY USE

Date.....

Time.....

## A. Reason for coming to the Library (check items which apply):

1. a) To do assigned reading.....  
     Books.....  
     Periodicals.....  
     b) What instructor made the assignment and for what course?.....
2. a) To look up problem or topic.....Specific books for class  
     work.....  
     Loan desk.....  
     Main reading-room.....  
     Art seminar rooms.....Stacks.....  
     Periodical room.....Others.....  
     b) What instructor assigned the problem and for what course?.....
3. To study from own books.....
4. To obtain general reading, not required.....  
     For home use.....  
     For use in library.....  
     Books.....  
     Periodicals.....  
     As a result of  
     a) Interest in the subject of.....  
     b) Instructor's suggestion.....  
         (Give his name)  
     c) Suggestion of some one else.....  
     d) Read about it.....  
     e) Heard a discussion about it.....  
     f) Other reasons.....
5. To read newspapers.....
6. To return books.....(Solely)
7. Other reasons.....

## B. 1. Did you obtain in the Library the material which you were seeking?

Yes.....No.....

2. Why did you fail to obtain it?.....

3. Quality of service usually received: Good.....Fair.....Poor.....

## C. Faculty.....

Graduate student.....

Undergraduate.....

(Give year in college)

Not connected with college.....

Man.....Woman.....

## PARISH LIBRARIES AND THE WORK OF THE REVEREND THOMAS BRAY

MANY of the early settlers in the South were devoted to the Established Church and brought to America the idea of close correlation between religious and civil affairs. The vestry managed both the ecclesiastical and temporal affairs of the parish. The size of the plantations made necessary large parishes in order to secure a sufficient congregation for the support of a church and a minister. As in England, tracts of land, known as "glebes," were set aside for the use of the minister to supplement his meager salary. Upon these glebes the parsonage and the church were located. Thus the domine became half-clergyman and half-planter.<sup>1</sup>

The low salaries of the colonial ministers failed to attract able men who held positions in England. Those who emigrated were often young men of limited means—men unable to buy books and supplies. It was the effort to supply these ministers with reading matter that stimulated the growth of libraries in the South. Many books were possessed by certain clergy from the beginning of settlement. These clerical libraries were usually the private property of the minister, acquired in England and brought over to the New World. The problem of furnishing books for poor young clergymen arose as early as 1621. Mr. Leat, who had been preaching in Newfoundland, wished to transfer to Virginia. He was recommended by Mr. Slany, a merchant in London, who stated that the young minister would not "put the Companie to any further charge then onely to furnish him with necessaries and such books as shall be useful to him . . . w<sup>ch</sup> request the Court thought verie reasonable."<sup>2</sup> It is evident that ministers' books were often devised to the Church at the time of a pastor's death, since instructions were issued in 1621 that poor young clergymen going to Virginia to preach

<sup>1</sup> Robert Beverley, *The History and present state of Virginia* (London, 1722), p. 55.

<sup>2</sup> Susan M. Kingsbury, *The Records of the Virginia Company of London*, I (Washington, 1906), 575.



could supply themselves with the necessary reading material from the libraries left by former clergymen.<sup>3</sup>

The problem of establishing Anglican churches and ministers in Maryland, and securing books for their use, was more difficult during the seventeenth century, owing to the presence and conflict of Dissenters and Catholics. The latter group offered much opposition to the spread of Anglicanism. In one instance in 1638 William Lewis, of St. Mary's, was accused of forbidding servants to read Protestant books.<sup>4</sup> Four years later Dr. Thomas Gerrard, a prominent Catholic of the colony, was convicted of "taking away the Key . . . and carrying away the Books" from the Protestant chapel. The books and key were ordered returned, and Gerrard was fined five hundred pounds of tobacco.<sup>5</sup>

The extension of Anglicanism in Maryland was handicapped by an insufficient supply of competent and adequately equipped clergymen. An indication of this was found in the communication sent to England in 1669 by the Rev. Matthew Hill, of Charles County, Maryland. The Rev. Mr. Hill asked for assistance, stating that "I have not the ability as yet of purchasing such books as are usefull and necessary for my worke; I humbly beg of you that you will please to supply mee with a few of such as you judge meete for my use."<sup>6</sup> Another plea was sent to the Archbishop of Canterbury in 1685 by Mary Taney, wife of the sheriff of Calvert County. Her petition stressed the need of a church and a minister in that particular community, adding that Bibles and other church books had been donated through the generosity of Charles II, some time before his death.<sup>7</sup> Soon

<sup>3</sup> Alexander Brown, *The First republic in America* (Boston, 1898), p. 460.

<sup>4</sup> Edward D. Neill, *The Founders of Maryland* (Albany, 1876), pp. 95-96.

<sup>5</sup> Lawrence C. Wroth, "The First sixty years of the Church of England in Maryland, 1632-1692," *Maryland historical magazine*, XI (March, 1916), 9-10; William H. Browne, *Proceedings and acts of the General Assembly of Maryland, 1637/8-1664* ("Archives of Maryland"), I, 119.

<sup>6</sup> "The Reverend Matthew Hill to Richard Baxter," *Maryland historical magazine*, XXV (March, 1930), 49-52.

<sup>7</sup> Neill, *op. cit.*, pp. 160-62. Mary Taney was an ancestor of Chief Justice Roger Brooke Taney of the United States Supreme Court.

after the accession of William and Mary to the throne of England, the Maryland assembly passed an "Act for . . . the Establishment of the Protestant Religion in this Province." The growth of the Anglican Church in Maryland was greatly stimulated, inasmuch as the act provided for the assessment of a tax of forty pounds of tobacco upon each taxable person for the purpose of erecting churches and maintaining ministers.<sup>8</sup>

In Maryland during the latter half of the seventeenth century an inadequate supply of books continued as a handicap for successfully promoting Anglicanism in many of the parishes. Requests for donations were frequently sent to England, and books often came in answer to the plea. Sir Francis Nicholson, on February 15, 1697, stated that he had received from the Archbishop of Canterbury several books, including copies of *The Parson's counsellor*, *A Guide for constables*, *The Poor man's guide*, and *The Catechism of the Church*.<sup>9</sup> Suggestions were also made by some members of the assembly, upon the recommendation of Governor Nicholson, "that some parte of the Revenue given towards the furnishing the Country with Arms, etc. (now the Country is provided of such things) be layd out for small books, such as the Comon Prayer book, Whole duty of Man, and Book ag<sup>t</sup> Drunkenness and Swearing and to be distributed among the Comon Sorte of people that are poor." The suggestion further asserted that, since books of that kind had not been brought into the country to be sold, there was no opportunity for those of limited means to secure such highly desirable religious works unless the plan was adopted. Other members of the assembly contended that the colony was not properly armed, but they did promise to support such measures when adequate protection had been assured.<sup>10</sup> Although the proposal was not then adopted, it is worthy of note as being one of the

<sup>8</sup> Browne, *Proceedings and acts of the General Assembly of Maryland, 1684-1692* ("Archives of Maryland"), XIII, 425-30.

<sup>9</sup> Bernard C. Steiner, "Some unpublished manuscripts from Fulham Palace," *Maryland historical magazine*, XII (June, 1917), 120.

<sup>10</sup> Browne, *Proceedings and acts of the General Assembly of Maryland, 1693-1697* ("Archives of Maryland"), XIX, 484, 497.

few instances when suggestions were made to divert military funds for the purchase of books.

Protestants in Maryland believed that better results could be achieved in promoting the spread of Anglicanism if the affairs of the clergy were under the supervision of one capable man. In 1695 the governor and the general assembly petitioned the king and queen for the appointment of a commissary to manage ecclesiastical affairs in the colony. It was asked that the Bishop of London be authorized to fill this position, since the colonial church had been placed under his jurisdiction. The request was granted, and the Rev. Thomas Bray was selected.<sup>11</sup> The appointee was a man well qualified for the task. Governor Nicholson was pleased with the arrangement and, in February, 1697, expressed his approval, suggesting that the Rev. Mr. Bray be made a Doctor of Divinity.<sup>12</sup> The degree recommended by Governor Nicholson was soon conferred, since the House of Commons acknowledged "a petition of Thomas Bray, Doctor of Divinity," in March of the following year.<sup>13</sup>

Thomas Bray was born at Marteur, England, in 1656. In 1675 he entered Oxford as a student of theology. After entering the ministry, he became the warm friend of Sir Thomas Price and Lord Digby. Through their influence he secured the Vicarage of Over Whitacre and later, in 1690, the Rectory of Sheldon. While at the latter place, he wrote a series of catechetical lectures which attracted considerable attention and were widely read. These proved to be highly profitable for the Rev. Mr. Bray. He cleared approximately seven hundred pounds from their sale.<sup>14</sup> When the Bishop of London was asked to appoint a commissary to manage ecclesiastical affairs in Maryland, the position was immediately offered to him. Before assuming his new duties, Bray entered upon a study of the conditions in the

<sup>11</sup> Richard Rawlinson, *A Short historical account of the life and designs of Thomas Bray, D.D.* (Maryland Historical Society Fund Publication No. 37), pp. 14-15.

<sup>12</sup> Steiner, *op. cit.*, p. 121.

<sup>13</sup> Leo F. Stock (ed.), *Proceedings and debates of the British parliament respecting North America* (Carnegie Institution Publication No. 338), II (Washington, 1927), 219.

<sup>14</sup> Rawlinson, *op. cit.*, pp. 11-14.

proposed field of labor. As a result of his study of Anglicanism in America, he learned that none but the indigent clergymen had been emigrating to the colonies. He noted that these ministers, with their limited financial resources, often were unable to purchase books for themselves. Thereupon, Bray recommended to the Bishop of London that "a Library wou'd be the best encouragement to Studious and Sober Men to go into the Service." The Rev. Mr. Bray consented to accept the office in Maryland on condition that the Bishop of London would provide parochial libraries for ministers who should be sent to the colonies. This plan met with approval; and the new commissary, before embarking for Maryland, worked diligently to provide missionaries for America and to supply them with libraries. Some delay in his departure was occasioned by the fact that the law for the establishment of a commissary in Maryland was vetoed in England. This necessitated some changes and the resubmission of the act for "His Majesty's" assent.<sup>15</sup>

In the interim the Rev. Dr. Bray labored through the agencies of pulpit and pamphlet to stimulate interest in the propagation of the Gospel. His views were clearly set forth in "An Essay toward promoting all necessary and useful knowledge both divine and human in all parts of His Majesty's dominions, both at home and abroad." In a part of this essay he outlined his proposals concerning lending libraries in England and parochial libraries in the colonies. Recognizing the fact that many of the clergy were unable with their limited salaries to purchase the necessary books for themselves, plans were made for assistance in that regard. For the clergy in England, it was estimated that £30 would furnish a library of well-chosen books. Part of the necessary amount was to be donated by the ministers themselves, and the remainder by the laymen. In order that the latter should profit by the presence of the book collections in their midst, provisions were made to allow the borrowing of books by subscribers. For their benefit works of history, geography, and

<sup>15</sup> *Ibid.*, pp. 15-16.

travel were included in the libraries.<sup>16</sup> It was expected that the purchase of books in quantities would enable the buyer to obtain a substantial discount from the booksellers. Such "gratis-books" as the booksellers gave in consideration of the large orders received were to be set aside for the parochial libraries for use in the colonies. For every ten libraries purchased, it was estimated that enough books would be donated by the booksellers to make up a collection large enough for the use of one parish in America.<sup>17</sup> It was provided that books intended for overseas shipment should be packed in specially prepared boxes which could be used for bookcases.

Books were to be safeguarded against loss, since it was required that they be locked up in the cases by the clergyman in charge. The deanery, or parish, to which books belonged was to be marked upon the cover of each volume. The lending of the books was to be in the hands of the clergyman or schoolmaster under whose charge the library was kept. The time for which books could be loaned in England was fixed at a month for a folio, a fortnight for a quarto, and a week for an octavo volume. The procedure of lending was "that the Borrower having sent a note desiring any Book, his Note be filed up, and his Name enter'd in a Book kept in the Library for that purpose, what Year, Month and Day he borrowed such a Book; and upon the Return of the Book, the Note be also return'd, and the Name of the Borrower cross'd out."<sup>18</sup>

Among the books suggested as a foundation for the lending libraries were works on history, geography, travel, and theology. The proposed historical library included Dupin's *Ecclesiastical history*; Platina's *Lives of the popes*; Bishop Burnet's *History of the reformation of the Church of England*; Puffendorf's *Introduction to the history of Europe*; Mazaray's *History of France*; and other works. Among the books upon geography and travel were: Varenus' *Geography*; Misson's *Travels to Italy*; Gage's *Descrip-*

<sup>16</sup> Thomas Bray, *An Essay toward promoting all necessary and useful knowledge* (Maryland Historical Society Fund Publication No. 37), pp. 56-57.

<sup>17</sup> *Ibid.*, p. 58.

<sup>18</sup> *Ibid.*, p. 61.

tion of the *West Indies*; and Dampier's *Voyage round the world*. Theological treatises, naturally, were to be the most numerous. Some of which were: Bishop Wilkin's *Natural religion*; Dr. Pelling's *Divine existence*; Dr. Hody's *Resurrection*; Dr. Sherlock's *Death*, the *Whole duty of man*, and *Snake in the grass*. This was only a part of the library, for fifty-seven titles were included in the entire collection proposed by the Rev. Dr. Bray.<sup>19</sup>

Recommendations concerning the establishment and management of parochial libraries abroad were specifically outlined by the commissary in his printed *Proposals for the Incouragement and promoting of religion and learning in the foreign plantations*. The general plan resembled that concerning the libraries to be established in England. The parish clergymen in America were to send lists of books needed for their immediate use to the Bishop of London, who was to forward the libraries to the colony. The books were then to be placed in a room of the parsonage for the use of the minister. Four copies of a catalog of the books contained in each parish library were to be made: one to be sent to the Bishop of London; another to the commissary; a third to be placed in the hands of the vestry; and a fourth to remain in the parsonage. A triennial inspection of the parochial libraries was to be made by the commissary to prevent books from being lost or stolen. The minister was to act as librarian, and the name of the parish was to be marked in each volume in order to guard against loss or theft. A portion of the books in these libraries was to consist of free copies furnished by booksellers, while the remainder were to be obtained as gifts from authors or through contributions made for that purpose.<sup>20</sup> These libraries were intended primarily for the use of the clergy, but the need of reading material for the congregation was not forgotten by the commissary.

The proper books and tracts for the use of communicants of the Church of England in America were definitely specified by the Rev. Dr. Bray in a small pamphlet entitled *The Layman's*

<sup>19</sup> *Ibid.*, pp. 67-70.

<sup>20</sup> Thomas Bray, *Bibliotheca parochialis* (Maryland Historical Society Fund Publication No. 37), pp. 202-5.

library being a lending library for the use of the laity. The books were to be shipped in strong book presses and were to be kept in the vestry of each parish in the colonies for the use of the congregation.<sup>21</sup> Practically all were religious in nature, including Bibles; the *Whole duty of man*; the *Seaman's monitor*; Dr. Sherlock's *Death*; Asheton's *Death-bed repentance*; *Dissuasives from the sin of drunkenness*; and others. The number of books and pamphlets for each parish were estimated at over five hundred copies. The *Whole duty of man*, and other more important works, were few in number, while there were as many as fifty pamphlets concerning *Dissuasives from the sin of drunkenness*.<sup>22</sup> The books were to be loaned out for short periods of time to assist the clergyman in entrenching the doctrines of Anglicanism firmly in the minds of the people. In order to be sure that the books and tracts were read, the clergymen were to question the borrowers concerning the material covered.

In order to enlighten the people, the commissary, through a sermon preached at St. Paul's in 1697, made a report concerning the condition of the Anglican Church in the colonies. The report showed that the promised support regarding book contributions was forthcoming. Sixteen parish libraries were in existence in Maryland and one in Charleston, South Carolina. There were thirty parishes in Maryland, with sixteen ministers; while Virginia had fifty parishes, with thirty ministers. The Carolinas had made little progress in the matter of religious establishment, since only one church and one minister was reported at Charleston.<sup>23</sup> A petition was presented to the House of Commons by the Rev. Dr. Bray the same year, asking for assistance to buy books to induce "learned and pious divines to go over in the service of the Church." The petition further alleged that £1,000 had already been expended for the purchase of religious

<sup>21</sup> Thomas Bray, *A Circular letter to the clergy of Maryland* (Maryland Historical Society Fund Publication No. 37), pp. 150-51.

<sup>22</sup> Thomas Bray, *The Layman's library* (Maryland Historical Society Fund Publication No. 37), pp. 153-56.

<sup>23</sup> Thomas Bray, *A General view of the English colonies in America with respect to religion* (Maryland Historical Society Fund Publication No. 37), p. 75.



works for ministers emigrating to the colonies. The request was not granted by the English parliament, but it indicated that the new commissary was working zealously for the cause of religion in America.<sup>24</sup> The appeal was not ignored in high places, for contributions came from the royal family. The new capital of Maryland had been named Annapolis in honor of Anne, Princess of Denmark, who responded with a benefaction for the establishment of colonial libraries. A collection of books to the value of nearly £400 was purchased and placed at the capital of Maryland. This was named the Annapolitan Library in honor of the benefactor.<sup>25</sup>

No provisions had been made for the financial support of Dr. Bray and his project in the colonies, and he was urged by his friends to abandon the idea and accept one of the positions offered to him in England. This he refused to do and, in 1699, after having waited two years in vain for an act of religion from Maryland that would receive royal assent, he proceeded to America at the request of the Bishop of London. It was hoped that his presence in Maryland would hasten the necessary legislation by the assembly. Since no allowance had been made for his transportation, the commissary was obliged to raise money for his own expenses.<sup>26</sup> Arriving in Maryland in March, 1700, the commissary immediately began action in behalf of the passage of the desired laws. The governor and the members of the assembly were interviewed. The clergy were called together and advised concerning the measures necessary to insure the passage of the desired legislation. Parochial visits were made to ascertain the conditions of clerical affairs in the outlying districts. While the assembly was in session, Dr. Bray preached sermons urging the great need for the passage of the Act of Establishment. Upon the passage of the act, the Commissary was persuaded to return with it to England in order to promote the royal assent thereto. This he agreed to do; but his efforts were not crowned with complete success, owing to the opposition of Quakers and Catholics. The act was not accepted, but the Lords

<sup>24</sup> Stock, *op. cit.*, p. 219.

<sup>25</sup> Rawlinson, *op. cit.*, p. 19.

<sup>26</sup> *Ibid.*, pp. 26-27.

of Trade agreed to allow Dr. Bray to draw up another bill with the aid of the council, which, if passed by the Maryland assembly, would be affirmed by His Majesty.<sup>27</sup>

In England Bray continued his efforts in behalf of the spread of Anglicanism in the colonies. The Society for the Propagation of the Gospel in Foreign Parts was incorporated in 1701 largely because of the efforts of the Maryland commissary. This was an organization which accepted benefactions to be used for sending missionaries and schoolmasters abroad. It was patterned after another society formed by Dr. Bray in 1699, known as the Society for Promoting Christian Knowledge. The latter collected contributions for the dissemination of religious knowledge both at home and abroad, while the activities of the Society for the Propagation of the Gospel were limited to religious efforts in the colonies.<sup>28</sup> The commissary did not return to America but remained in England, where he directed the efforts toward the establishment of missionaries and libraries in the colonies. He accepted the living of St. Botolph Without, Aldgate, in 1706 and continued in that position until the time of his death in 1726. He devoted his attention to the promotion of the library movement during the remainder of his life. Before his demise he enlisted the aid of some interested persons to carry on the work. This group came to be known as "Dr. Bray's associates for founding clerical libraries and supporting negro schools," and the association still remains in existence.

Although many of the benefactors of the Maryland libraries lived in England, not all of the donations came from that country. The Anglicans of Maryland were aware of the importance of Dr. Bray's work in founding churches and libraries in their midst. Governor Nicholson was a staunch supporter of education and regarded libraries as an important element in the successful spread of learning. He co-operated earnestly and, in 1697, instructed each vestry to return an account of all books in its possession. His proclamation further specified that the ves-

<sup>27</sup> *Ibid.*, pp. 27-35.

<sup>28</sup> Bernard Steiner, "Reverend Thomas Bray and his American libraries," *American historical review*, II (October, 1896), 67-68.

tries should indicate the manner in which the books had been secured.<sup>29</sup> The following year the council proposed that £100 be appropriated for purchasing books necessary "for the propagation of good learning and virtue" as an aid to Dr. Bray's project.<sup>30</sup> Governor Nicholson also made the suggestion in November, 1698, that he "is pleased to give the Reverend Doctor Tho<sup>s</sup> Bray . . . (provided he comes into this province and the Act for Marriage Lycenses pass) for the good services he has done in Collecting Lyberarys etc. the mony and tob: arrising on Marriage Lycenses since the 29th of June 1697."<sup>31</sup> A gift of £50 for the purchase of books was presented to the commissary in 1700 by a person whose name was not revealed.<sup>32</sup> This example was followed by James Rigbye, of Ann Arundel County, who, in his will filed the same year, bequeathed fifty acres as glebe-land and personal property for the establishment of a church library in St. James Parish.<sup>33</sup> In 1701 the Rev. Hugh Jones of Christ Church Parish, in Calvert County, devised his personal property for the use of a library.<sup>34</sup> Some of these parish libraries in time became collections of considerable importance.

Details have also been recorded concerning the consignments to, and contents of, the parish libraries. In March, 1695, six sets of books were received from the Bishop of London and were distributed to the vestrymen and the ministers.<sup>35</sup> General information regarding the contents of some of the parish libraries has also been preserved. At one time there were forty-two volumes in the library of Christ Church Parish, Calvert County.<sup>36</sup> St. James Parish, favored by James Rigbye in his will, contained

<sup>29</sup> Browne, *Proceedings of the Council of Maryland, 1696/7-1698* ("Archives of Maryland"), XXIII, 77.

<sup>30</sup> Browne, *Proceedings and acts of the General Assembly of Maryland, 1697/8-1699* ("Archives of Maryland"), XXII, 191.

<sup>31</sup> *Ibid.*, XXII, 178.

<sup>32</sup> *Calendar of state papers, colonial series, America and West Indies* (1700), p. 234.

<sup>33</sup> Jane Baldwin, *The Maryland calendar of wills*, II, 205.

<sup>34</sup> *Ibid.*, II, 228.

<sup>35</sup> Browne, *Proceedings of the Council of Maryland, 1693-1696/7* ("Archives of Maryland"), XX, 212.

<sup>36</sup> Neill, *op. cit.*, pp. 172-73.

one of the best collections of books in the colony outside of Annapolis and St. Mary's. A shipment of books was received in 1698, consisting of 20 volumes in folio, 18 in quarto, and 87 in octavo. They were classified as follows: 111 works on religion, 12 on geography and history, 2 on language, 1 each on natural science, law, mathematics, and one ancient classic. This collection was supplemented in 1703 by the addition of a layman's library. A catalog of the entire library has been preserved showing that there were 150 volumes in it.<sup>37</sup> A catalog of the library of Nanjemoy Parish, Charles County, has also survived. The original collection of 10 volumes was supplemented in 1701 by the addition of 25 folios, 5 quartos, and 29 octavos and duodecimos. Besides the religious works in this library, there were 5 volumes on history, 2 on mathematics, 2 on philosophy, and 1 each on language, education, politics, and gardening. The parish was also given a layman's library of 982 books and pamphlets, devoted principally to religion.<sup>38</sup>

The most important of the Maryland libraries was that at Annapolis, established by members of the royal family. It was designated as a provincial library and was kept in the State House until the destruction of that building by fire in 1704. Then the collection was removed to King Williams School, later merged with St. John's College, where some of the volumes can be found at the present time.<sup>39</sup> The books in this library were for circulation, and some of the patrons abused the borrowing privilege. When an inventory was made in 1715, at the request of Governor Hart, several volumes were missing. The assembly resolved to have the sheriffs post notices requesting persons having these books in their possession to return them to the Rev. Samuel Skippon, rector of St. Ann's Parish, Annapolis, who acted as librarian.<sup>40</sup> Commissary Bray had recommended that

<sup>37</sup> Steiner, "Reverend Thomas Bray and his American libraries," *American historical review*, II (October, 1896), 74.

<sup>38</sup> *Ibid.*, II, 74-75.

<sup>39</sup> *Ibid.*, p. 73; Browne, *Proceedings and acts of the General Assembly of Maryland, 1693-1697* ("Archives of Maryland"), XIX, 486.

<sup>40</sup> Browne, *Proceedings and acts of the General Assembly of Maryland, 1715-1716* ("Archives of Maryland"), XXX, 17.

the parish libraries be inspected by the vestry at stated intervals. An evidence that his recommendations were carried out has been recorded in connection with the meeting of the Vestry of St. Ann's Parish in November, 1732. At that time it was decided "that at their next meeting they inspect into the Condition of the Library belonging to this Parish and the better to enable them to do so Mr Humphrey is desired to lay before them at their next meeting a list of the books belonging to the said Parish."<sup>41</sup>

As previously suggested, Governor Nicholson had proposed that part of the fiscal levy raised for arms be diverted for the purpose of purchasing books for all persons.<sup>42</sup> This proposal was refused; but the assembly, on June 11, 1697, did pass a resolution of thanks for Dr. Bray's efforts in sending books and ministers to serve the needs of Maryland.<sup>43</sup>

The parish library movement did not spread to Virginia to any appreciable extent. One reason for this was the fact that the Established Church in the Old Dominion was under the control of Commissary Blair—the doughty Scotchman who was not averse to defying royal governors, and who was not influenced by the parochial library movement. Some books were donated to Virginia, however, for 136 volumes were forwarded for the use of several parishes and a collection valued at £50 was sent to William and Mary College.<sup>44</sup> Blair's unconcern piqued some of the ministers in Virginia, and they came to look upon Maryland as "greener pastures" for their labors. One of these dissatisfied Virginia clergymen was the Rev. George Murdock, who wrote in June, 1725, asking that he might be transferred to Maryland. His request was granted, and he was sent to the newly organized Prince George's Parish, remarkable for its im-

<sup>41</sup> "Vestry Proceedings, St. Ann's Parish," *Maryland historical magazine*, VIII (June, 1913), 166.

<sup>42</sup> Browne, *Proceedings and acts of the General Assembly of Maryland, 1693-1697* ("Archives of Maryland"), XIX, 484.

<sup>43</sup> Steiner, "Reverend Thomas Bray and his American libraries," *American historical review*, II (October, 1896), 67.

<sup>44</sup> *Ibid.*, II, 71.

mense size, being 60 miles in length and 20 miles in width. From this new location, in 1730, the Rev. Mr. Murdock wrote to the Bishop of London lamenting the death of the Rev. Dr. Bray and asking for a donation of books, since his library had been lost by fire. The books requested were religious in nature, such as Dr. Scot's *Sermons*, *Delightful method of friendly religion*, and *The Christian scholar for the use of school boys*. He also deplored the fact that "we have a Popish Chappel and a Presbyterian Meeting house very nigh our Church."<sup>45</sup> Another of the Virginia clergymen who emigrated to Maryland was the Rev. Jonathan Boucher, later famous as the fiery Loyalist of the Revolutionary era. "Parson" Boucher had been located in Caroline County, Virginia, where he spent some time in reading and study, but more in drinking and carousing, until an opportunity occurred for his removal to Maryland.<sup>46</sup> Boucher's career is of interest because he engaged in two enterprises founded by Dr. Bray. One was the teaching of religion to negroes in Maryland, assisted by "the associates of Dr. Bray"; while the other was the acceptance of a position as assistant-secretary for the Society for the Propagation of the Gospel after his return to England.<sup>47</sup>

North Carolina was one of the colonies which benefited to some extent from the work of Commissary Bray. The diffusion of reading material helped to ameliorate the backward spiritual and intellectual condition of the colony. Because of the limited number and the erratic character of most of the missionaries sent to North Carolina, the chief means of disseminating Anglicanism was through the printed page. The first evidence of books sent to North Carolina is found in a letter from Henderson Walker to the Bishop of London in 1703. The lack of an Established Church was regretted by Governor Walker, and it was stated that Quakerism was gaining a foothold in North Carolina. The books and pamphlets sent over by Dr. Bray were

<sup>45</sup> Steiner, "Unpublished manuscripts from Fulham Palace," *Maryland historical magazine*, XII (June, 1917), 134-35.

<sup>46</sup> Jonathan Boucher, *Reminiscences of an American Loyalist* (Boston, 1925), pp. 40-42.

<sup>47</sup> *Ibid.*, pp. 59, 152.

a very necessary means of preventing the spread of dissent, since Mr. Daniel Brett, the missionary sent out by the Society for the Propagation of the Gospel, had proved to be a man of low moral character.<sup>48</sup> When Mr. Blair, another minister sent out by the Society, traveled through North Carolina the same year, he found great need of churches and clergymen. There were readers established in three church precincts with whom Mr. Blair left books.<sup>49</sup>

Two of the more capable Episcopalian missionaries sent to North Carolina arrived in 1708. These were Mr. Gordon and Mr. Adams, earnest persevering men who labored diligently for the good of the church during the short time they were in the colony. The former traveled through Chowan Precinct, preaching, baptizing children, and distributing books and pamphlets sent over from England.<sup>50</sup> His efforts were apparently appreciated by the parishioners, inasmuch as the vestry voted fifteen shillings for "Mr. Gordon's Expenses about the books" at a meeting held on February 27, 1709.<sup>51</sup> Mr. Adams was in charge of Curratuck Precinct in May, 1709. Mr. Gordon wrote to England concerning conditions in the colony. It was noted in this letter that there was no church in Curratuck Precinct and that no books had ever been sent over for the use of the people there.<sup>52</sup> Upon the return of Mr. Gordon to England and the death of Mr. Adams in 1710, the missionary burden in North Carolina was placed upon the shoulders of Mr. Urmstone.<sup>53</sup> The latter had much difficulty with the books sent over by the Society for the Propagation of the Gospel. In 1711 he wrote concerning a library sent to Bath, North Carolina, by mistake, and wished steps to be taken to secure it for his use.<sup>54</sup> The following year Urmstone complained that after the decease of Mr. Adams,

<sup>48</sup> William L. Saunders, *The Colonial records of North Carolina, 1662-1712*, II, 571-72.

<sup>49</sup> *Ibid.*, I, 601.    <sup>50</sup> *Ibid.*, I, 711-12.    <sup>51</sup> *Ibid.*, I, 702.    <sup>52</sup> *Ibid.*, I, 714-15.

<sup>53</sup> D. D. Oliver, "The Society for the Propagation of the Gospel of the Province of North Carolina," *James Sprunt historical publications*, IX, 17.

<sup>54</sup> Saunders, *op. cit.*, I, 772.



an application had been made for the transfer of his library for Urmstone's use but that the parish refused to relinquish its right to the books. Urmstone also lamented the fact that he had never been able to secure the collection of books at Bath, which had remained there for the use of the inhabitants and the officials.<sup>55</sup> Mr. Rainsford, another missionary sent to North Carolina by the Society, also tried in 1712 to secure the books left by Mr. Adams, but without success. He wrote of distributing a small number of books and further stated that "Old Mr. Saunders of Curahuk who has Mr Adams books refuses to deliver 'em." A request was made that some books be sent to Rainsford from England as soon as possible. These were to include Dr. Cave's two-volume work on the *Lives of the Fathers*, Collier's *Essays*, and Norris' *Works*.<sup>56</sup>

Some of the parishioners were also anxious to secure and retain in their midst the libraries sent out by the Rev. Dr. Bray. The vestry of the church on the north shore of the Sound in Chowan Precinct wrote to England in March, 1714, stating that books sent to them by Mr. Gordon had never reached their destination. These books had been sent in care of the Rev. Mr. Wallace of Virginia, who refused to release them without an order from the Society. In the meantime Wallace had died, and the vestry desired information concerning the procedure necessary to obtain possession of the books.<sup>57</sup> Evidence has already been cited indicating with what tenacity the people of Bath and of Curratuck Precincts clung to the books already in their possession. It is possible that the parishioners felt that their chances of securing a clergyman were greater if a library was already located in their parish for the minister's use.

Mr. Urmstone was exceedingly zealous concerning book collections, and was, perhaps, something of a grouch. He was continually complaining about the other missionaries, or against the

<sup>55</sup> *Ibid.*, I, 884-85.

<sup>56</sup> *Ibid.*, I, 858-59; II, 54-55, 75-76, "Old Mr. Saunders" was the Mr. Richard Sanderson whom Rainsford mentioned in a letter written in 1713.

<sup>57</sup> *Ibid.*, II, 119-20.

people of Bath for allowing the books in the library there to become lost or scattered.<sup>58</sup> The foundation of this collection was laid in 1700, when Dr. Bray had sent over 38 folios, 19 quartos, and 109 octavos. These included 11 works on history and travel, 2 on geography, 3 on mathematics, 3 on biography, 3 on law, 3 dictionaries, 4 classics, and *Hudibras*, a volume of poetry. This was accompanied by a layman's library of 870 books and pamphlets.<sup>59</sup> Mr. Urmstone's charges of neglect concerning the Bath library were unwarranted, since specific legislation was passed in 1715 to preserve the books for the use of the inhabitants of Beaufort Precinct. This provided for the appointment of commissioners, who were empowered to select a librarian, and for the preparation of library catalogs for the use of the librarian, the church wardens, and the commissioners. The books were intended for circulation, and the following provisions were made for their loan: folio volumes could be kept four months, quarto volumes two months, and octavo volumes one month. Fines of three times the value of the book were incurred for damaging or failing to return volumes loaned. Annual inspection and appraisal of the books in the library was also provided by the statute.<sup>60</sup> The plan of lending followed that outlined by Dr. Bray for the deanery libraries in England, but the time limit was much more liberal.

The work of the Society for the Propagation of the Gospel continued after the death of the Rev. Dr. Bray in 1726, and missionaries and books came into North Carolina for a long period of time. In 1735 Richard Marsden wrote from the Cape Fear district concerning his missionary efforts there and requested the Bishop of London to send books and pamphlets for his own use and for distribution among the congregation.<sup>61</sup> In 1748 Clement Hall returned thanks to the Society for the books it had sent out, stating that they had been distributed among

<sup>58</sup> *Ibid.*, II, 138, 144, 153.

<sup>59</sup> Steiner, "Reverend Thomas Bray and his American libraries," *American historical review*, II (October, 1896), 72.

<sup>60</sup> Saunders, *op. cit.*, XXIII, 76-79.

<sup>61</sup> *Ibid.*, IV, 13.

the people who appreciated them very much. Four years later Hall again wrote to England concerning his missionary efforts, stressing the distribution of books sent out by the Society as a necessary and effective part of his work.<sup>62</sup> Two Anglican missionaries, James Reed and John McDowell, were active in North Carolina in 1760. The former, writing from Newbern, thanked the Society for the pamphlets sent over for his use; while the latter, at Brunswick, expressed his appreciation for "the present of very valuable books from the venerable society."<sup>63</sup> Three years later one of the missionaries, Alexander Stewart, stated that "Dr. Bray's Associates . . . have done me the Honor of making me Superintendent of their schools in this Province, have fixed a school mistress . . . to teach 4 Indian & 2 Negro boys & 4 Indian girls to read & to work and have supplied them with Books for that purpose."<sup>64</sup> The work of the Society for the Propagation of the Gospel continued up to the end of the American Revolution. As late as 1771 the Rev. Mr. Taylor of St. George's Parish, Northampton County, North Carolina, wrote to the Society requesting books and expressing appreciation for those already sent.<sup>65</sup> In the meantime the Society was also active in South Carolina.

The influence of the Rev. Thomas Bray extended to South Carolina as early as 1698, when plans were made for a library at Charleston.<sup>66</sup> Legislation was enacted two years later concerning the Charleston Library, which was intended as a lending library for the public. The books sent over by the Rev. Dr. Bray for public use were to be placed in the custody of the minister, who was liable for any loss. In case of the death, or the resignation, of the clergyman, the churchwardens were to be in charge of the books until a successor was chosen. The general charge of the library was to be in the hands of nine commissioners appointed by the general assembly. The commissioners were

<sup>62</sup> *Ibid.*, IV, 875, 1315.

<sup>63</sup> *Ibid.*, VI, 996.

<sup>64</sup> *Ibid.*, VI, 231-35.

<sup>65</sup> *Ibid.*, IX, 23.

<sup>66</sup> Edward McCrady, *The History of South Carolina under the proprietary government 1670-1719* (New York, 1901), p. 701.

required to examine and appraise the books annually. Any inhabitant of South Carolina was free to use the library. The length of time for which books could be borrowed was four months for folios, two months for quartos, and one month for octavos. Seven catalogs of the books were to be made for distribution as follows: one to the proprietors in England, one to the Bishop of London, one to the Rev. Dr. Bray, one to the provincial secretary of South Carolina, one to the commissioners, one to the churchwardens, and one to the librarian. Landgrave Joseph Morton was one of the first library commissioners chosen after the enactment of the statute.<sup>67</sup> More books were added to the Charleston Library from time to time, for Nicholas Trott stated in 1703 that Dr. Bray had sent a number of volumes for that purpose, together with some works for a layman's library.<sup>68</sup> An act was passed the following year by the general assembly of South Carolina for the establishment of religious worship which stated "that the Rector of the Parish of St. Philip's, in Charlestown . . . shall . . . have and enjoy . . . one tenement for his habitation, excepting the roome reserved for the Provincial Library."<sup>69</sup> On May 7, 1704, the treasurer of South Carolina was ordered to pay Edward Moseley £5 15s. for transcribing the catalog of library books, so the statute enacted in 1700 must have been carried into effect.<sup>70</sup> There were abuses of the borrowing privilege, and some of the books were lost or damaged. This made necessary restrictive legislation which was passed in 1712. "For the preservation of the said library," declared the measure, "it will be necessary to lodge a discretional power in the person that keeps the same to deny any person the loan of the book that he shall think will not take care of the same."<sup>71</sup>

<sup>67</sup> Steiner, "Reverend Thomas Bray and his American libraries," *American historical review*, II (October, 1896), 70-71; A. S. Salley, Jr., "Landgrave Joseph Morton," *South Carolina historical and genealogical magazine*, V (April, 1904), 110-11.

<sup>68</sup> McCrady, *op. cit.*, pp. 352-54.

<sup>69</sup> *South Carolina statutes at large*, II, 236, cited in Saunders, *Colonial records of North Carolina*, II, 869.

<sup>70</sup> McCrady, *op. cit.*, p. 701.

<sup>71</sup> Quoted in McCrady, *op. cit.*, pp. 509-10.

Missionaries were sent to South Carolina by the Rev. Dr. Bray to assist in the spreading of Anglicanism there. The Rev. Samuel Thomas was one of the early ministers sent out by the Society for the Propagation of the Gospel. He arrived in South Carolina in 1702, and wrote to England stating that he had distributed the books brought with him and was in need of some common prayer books.<sup>72</sup> In July of that year it was agreed by the committee in England that they would send books to the value of £14, originally donated by several gentlemen in Suffolk for a missionary in the West Indies, to the Rev. Mr. Thomas.<sup>73</sup> Again in 1705 he was the recipient of the favors of the Society of "the usual allowance of £10 5s. for a Library and for small books." The Rev. Samuel Thomas in return had the pleasure of informing the Society of a gift of thirty guineas by Colonel Nicholson, the late governor of Virginia, for purchasing books for the six parishes of South Carolina.<sup>74</sup> He did not long survive after that date, as a letter of Mr. Maule from Charleston, in November, 1707, mentioned securing the books of the "late Mr. Thomas."<sup>75</sup> The Society continued to send missionaries and books to South Carolina for some time. In 1726 Mr. Morritt acknowledged a gift of books sent from England for the Free School in Charleston.<sup>76</sup>

The outlying parishes were also served by the clergymen sent out from England. The Rev. Gilbert Jones, who was located in Christ Church Parish, was obliged to flee to Charleston during the Indian outbreak in 1715 and 1716. Mr. Guy was also a sufferer from Indian depredations at that time. He lost everything except his clothes and his books.<sup>77</sup> In Goose Creek Parish Francis le Jau, an Anglican Huguenot, was busily engaged in

<sup>72</sup> "Letters of Reverend Samuel Thomas, 1702-1710," *South Carolina historical and genealogical magazine*, IV (July, 1903), 227-28.

<sup>73</sup> "Documents concerning Reverend Samuel Thomas," *ibid.*, V (January, 1904), 22.

<sup>74</sup> *Ibid.*, pp. 24-26.

<sup>75</sup> *Ibid.*, pp. 96-97.

<sup>76</sup> Edgar L. Pennington, "Morritt and the Free School in Charles Town," *ibid.*, XXXII (January, 1931), 42.

<sup>77</sup> Edgar L. Pennington, "The South Carolina Indian War of 1715, as seen by the clergyman," *ibid.*, XXXII (October, 1931), 263.

1717 in trying to combat the influence of non-religious literature by distributing religious books and pamphlets sent over by the Society.<sup>78</sup> St. Paul's Parish was greatly aided by the bequest of Mr. John Whitmarsh in 1728. One thousand pounds was given to the vestry, half to be used for the purchase of books of piety and devotion to be distributed to the poor and the remainder to be expended for the education of the poor children of the parish.<sup>79</sup> The Rev. William Orr, pastor of St. Paul's Parish in 1742, was concerned about increasing the size of his congregation. He acknowledged the receipt of books sent by the Society for the instruction of the Indians and desired copies of Wall's *Infant baptism* and other religious works to be distributed among the people as a means of combatting the spread of dissenting sects.<sup>80</sup> Other ministers also received books for distribution. It has been stated by one writer that two thousand volumes were sent to South Carolina for this purpose.<sup>81</sup>

There can be little doubt concerning the immediate success of Dr. Bray's efforts in establishing libraries in the colonial South, especially in the three colonies of Maryland, North Carolina, and South Carolina. In one year, 1701, it was stated that there were thirty-five boxes of books shipped to Maryland by the Bishop of London.<sup>82</sup> Within a few years after the departure of Commissary Bray from America, there were thirty parochial libraries in Maryland. These ranged in size from the 2 volumes at St. Paul's, Talbot County, to the collection of 1,095 books in the Provincial Library, at Annapolis. There were over 300 volumes at St. Mary's, while several other parishes each possessed over 100 books. Over 2,500 volumes were in the thirty parish

<sup>78</sup> Arthur Henry Hirsch, *The Huguenots of colonial South Carolina* (Durham, 1928), pp. 71-72.

<sup>79</sup> McCrady, *The History of South Carolina under the royal government, 1719-1776*, (New York, 1899), pp. 485-86.

<sup>80</sup> Saunders, *Colonial records of North Carolina*, IV, 609.

<sup>81</sup> Alexander Hewatt, *An Historical account of the rise and progress of the colonies of South Carolina and Georgia*, I (London, 1779), 189, 191-92.

<sup>82</sup> H. R. McIlwaine (ed.), *Executive journals of the council of colonial Virginia, 1699-1705*, II, 191.

libraries in Maryland within a short time after their founding.<sup>83</sup> In North Carolina and in South Carolina books were distributed by the missionaries sent out by the Society for the Propagation of the Gospel. Probably the greatest achievement in connection with the dissemination of books was the establishment of provincial libraries, authorized and regulated by the colonial assemblies, in Annapolis, Maryland; Bath, North Carolina; and Charleston, South Carolina.

WILLIAM D. HOULETTE

DES MOINES, IOWA

<sup>83</sup> Neill, *op. cit.*, pp. 172-73. The following parochial libraries were established in Maryland as a result of Dr. Bray's influence:

	Books		Books
Annapolis.....	1,095	St. Paul's, Talbot Co.....	2
St. Mary's.....	314	All Faith's, Calvert Co.....	11
Herring Creek.....	150	Nanjemoy, Charles Co.....	10
South River.....	109	Piscatoway, Charles Co.....	10
North Sassafras.....	42	Broad Neck, Ann Arundel Co.....	10
King and Queen Parish.....	196	St. John's, Baltimore Co.....	10
Christ Church, Calvert Co.....	42	St. George's, Baltimore Co.....	10
All Saints.....	49	Kent Island.....	10
St. Paul's, Calvert Co.....	106	Dorchester.....	10
Great Choptank, Dorchester Co.....	76	Snow Hill, Somerset Co.....	10
St. Paul's, Baltimore Co.....	42	South Sassafras.....	10
Stepney, Somerset Co.....	60	St. Paul's, Kent Co.....	35
Porto Batto, Charles Co.....	30	William and Mary, Charles Co.....	26
St. Peter's, Talbot Co.....	10	Somerset, Somerset Co.....	20
St. Michael's, Talbot Co.....	15	Coventry, Somerset Co.....	25



# THE COMPILATION OF UNION LISTS OF SERIAL PUBLICATIONS ACCORDING TO THE "H.C.F." OF TITLES

SIX years ago I assisted in the compilation of a union list of serials.<sup>1</sup> More recently I have read the articles by Smith,<sup>2</sup> Bradford,<sup>3</sup> Wilks,<sup>4</sup> and Leigh<sup>5</sup> on this subject. As a result, while feeling that it is one still open for discussion, I scarcely hope that my contribution to it will bring us much nearer a final agreement. Mr. Smith refers to the advantages that a hand-list may have over a catalog of serial publications, and to the ease of consulting one divided by subjects, e.g., Geology, Mathematics, etc. Dr. Bradford says: "It would seem that any escape from rigid rules [of compilation] is welcome. Thus it has been suggested that serial publications of institutions should be entered under a word in their title that describes their subject. . . . This proposal might be attractive were it not for the thought that, under such generic headings it would still be necessary to group the titles in alphabetical order." Mr. Wilks says: "The compilers of that work [*The World list*] by . . . concentrating attention on the nouns and adjectives, have pointed out the road down which we ought all to follow them." It is this road that I propose to traverse in the present article, adopting in the main Dr. Bradford's "word in their title that describes their subject," but at the same time attempting to clear away his anticipated difficulties in subsequent arrangement by subdivision of entries under each heading.

<sup>1</sup> A. C. G. Lloyd, comp., *A List of the serial publications . . . in the . . . Union of South Africa* (new and rev. ed.; Cape Town, 1927).

<sup>2</sup> W. A. Smith, "Towards Union cataloguing in science," *Library Association record*, N.S., VII (December, 1929), Supplement, 30-34.

<sup>3</sup> Samuel C. Bradford, "The Cataloguing of publications of societies and corporate bodies," *ibid.*, N.S., VIII (September, 1930), 177-86.

<sup>4</sup> John Wilks, "The Cataloguing of periodicals," *ibid.*, pp. 187-93.

<sup>5</sup> Charles W. E. Leigh, "On the Cataloguing of serial publications," *ibid.*, 3d Ser., III (January, 1933), 1-11.

## ADVANTAGES OF THE PROPOSED ARRANGEMENT

In the case of scientific and technical publications I estimate that at least 90 per cent of the titles would arrange themselves. By that I mean that the all-important arranging word—the "H.C.F."—occurs as part of their titles. That being so, why hide the entries under:

1. A doubtful or variable first word, e.g., *Report*, or *Annual*
2. The name of a country, e.g.,

Cape of Good Hope. Agricultural journal,

which became:

Union of South Africa. Agricultural journal,

still leaving us with:

Province of the Cape of Good Hope, more commonly called Cape Province.

3. Habitat of a society, e.g.,

Birmingham. Institution of mechanical engineers,

with its headquarters transferred to London, in 1877.

4. Name of a society, e.g.,

Society of telegraph engineers, etc., changed to: Institution of electrical engineers.

5.- Place of publication—under which, if more than one? In any case, this is often not known to the searcher.

All these factors are changeable; yet, while the subject alone remains a constant one, we reject it.

For the publication *Journal of the Institution of electrical engineers*, there are six possible entry words, viz.: Journal; Institution; Electrical engineers; Academies—London; London; and Society of telegraph engineers; etc. According to the present scheme, it would appear only under:

ELECTRICAL ENGINEERING. English. *England*.

Institution of electrical engineers. Journal.

The entry would also give particulars of its forerunner: Society of telegraph engineers . . . . Journal. [For method of setting out, see below.]

6. For our list it seems unnecessary first to define the one essential characteristic of a serial, i.e., indefinite continuation, in order to include it. Therefore, it is quite superfluous to stress the weekly journal, monthly proceedings, quarterly transactions, annual, etc., of this or that by granting these words the all-important arranging first position in the entry. More usefully they would be relegated to a subordinate position at the end of the line, where still required as an arranging factor, e.g.,

CHEMISTRY. English. *England.*

Chemical Society. Annual report.

Journal.

Memoirs and proceedings.

7. If title entries are adopted, as in *The World list*, it is not infrequently necessary to skip the first half-dozen or more unimportant words—common to many titles—before reaching the essential arranging factor. Then why not put this first?

#### SUBDIVISION

The primary division of serials would follow that of the Library of Congress Classification, i.e., subject, then language. To overcome Dr. Bradford's feared difficulties in arranging titles in alphabetical order, there would come, under language, first subdivision by country, and under each, if the volume of entries warrants it, *type* of serial:

- a) Independent journals, e.g.,  
Annals and magazine of natural history.
- b) Publications of societies, etc., e.g.,  
Botanical society of Edinburgh. Transactions.
- c) Official publications, e.g.,  
Board of trade journal.

So we get:—

SUBJECT	CHEMISTRY
Language	English
Country	<i>England</i>
Type	
Independent	Chemical news
Society	Chemical society. Journal.
Official	Government chemist. Report.

The entries under each final heading could then be arranged according to the principles proposed by Mr. Leigh<sup>6</sup> and would be so few in number as to be readily glanced through for any title presenting doubt as to entry word.

## HEADINGS

The late Professor Peano<sup>7</sup> lists 14,000 words—not, of course, all of them nouns and adjectives—current among every nation. To the languages mentioned in the title, Russian, Spanish, and Portuguese are occasionally added in the text. So we find:

English	Chemistry
French	Chimie
German	Chemie
Latin, Italian, Portuguese	Chemica
Spanish	Química

Is not this factor of common root worth anything to us? It gives the valuable subject grouping immediately as well as the first subdivision by language. Should the multiplicity of entries demand it, then further division by country may be introduced. I have indicated elsewhere in this article that smaller geographic units might be made if and when desirable, e.g., the individual states arranged alphabetically under America, New South Wales and Queensland separately under Australia, and so on.

Of course, in cases where there is no international root, entry would have to be made under the English heading, subdivided by the name of the different languages, with a reference from the original word, e.g.,

SCIENCE. Dutch.

K. Akademie der Wetenschappen.

WETENSCHAP. *See* SCIENCE.

No doubt some agreement could be reached regarding the choice of subject headings, e.g., whether to use:

Microscopic anatomy	<i>or</i>	Anatomy, microscopic
Pathological anatomy	<i>or</i>	Anatomy, pathological

<sup>6</sup> *Ibid.*

<sup>7</sup> G. Peano, *Vocabulario commune ad Latine-Italiano-Français-English-Deutsch* (2d ed.; Torino, 1915).

Internal medicine	or Medicine, internal
Public health	or Health, public

In any case, there must be *See* and *See also* references.

#### DISTINCTIONS

This arrangement is not the equivalent of, or substitute for, subject cataloging. True, we might gladly learn from the list the chief business of a journal having a vague title such as *Anglia*, from its telling us, though only in a subtitle, the useful fact that it is devoted to the study of the English language. Primarily, however, we are concerned with the subject catchword as it is indicated in the title proper and not necessarily with the subject content of the journal. In ordinary library cataloging subject entries for the foregoing example, and the one previously quoted (Institution of electrical engineers), would occur at ENGLISH LANGUAGE and ELECTRICAL ENGINEERING under the form heading "Periodicals and societies."

Nor should the arrangement advocated be confused with the Continental system, which stresses the substantive at the expense of the adjective in the title, thereby using a heading already overlaid and relegating the word most useful and important to a secondary position, e.g., the placing of *Botanische Jahrbücher* under:

JAHRBÜCHER, botanische.

#### PERIODICALS WITH NO SUBJECT EXPRESSED IN THE TITLE

The "humanist" or "arts" journals generally, and a few scientific ones with the subject not definitely expressed in the title, are not so accommodating to this primary arrangement by subject, e.g., *Anglia*, *Euphorion*, *Franklin Institute*, *Mercury*. As the titles are to be placed where they will most readily be looked for and found, entry in these cases will primarily be under the distinctive word in the title, with a reference under the subject where thought necessary. "Where any doubt or ambiguity remains, add an orthodox entry" might be the wording of a conscience clause in a set of rules for the cataloging of serial publications.

## VARIATIONS

Various adjustments would be admissible, depending upon the size of the compilation.

1. *Subjects*.—The larger lists might care to consider the adjectival inflections in titles for separate grouping, e.g., Agricultural, -alist, -e, -ist.

2. *Country*.—a) Titles from England, Scotland, Wales, and Ireland might either be grouped together or separated; similarly, those in one language from Canada, South America, and the United States.

b) All titles in the same language under one subject could be arranged alphabetically without subdivision by country.

3. *Type*.—This factor, again, might be observed, ignored, or modified. For example, the independent and society publications might be amalgamated, but separated from the official ones.

4. *Frequency*.—In large lists, titles under each type could be further subdivided into annuals, quarterlies, monthlies, etc.

5. Even the chronological arrangement may in certain cases be adopted with advantage under a final subheading, rather than the alphabetical. Possible applications of this method are three at least, viz.:

a) Division of titles into "the quick and the dead."

b) Arrangement of a periodical under its latest and/or current title, with its predecessors immediately following in the order of their publication. (For examples see under "Title variations," below.)

c) "When two societies . . . have the same name, they are to be distinguished by dates," e.g.,<sup>3</sup>

Entomological society of London. (Founded 1801)

Entomological society of London. (Founded 1833)

6. There is another possible primary division, though not one followed or advocated here, viz.:

a) Periodicals *with* a subject expressed in their titles, e.g., Annals of applied biology.

b) Periodicals *without* a subject expressed in their titles, e.g., Fortnightly review.

<sup>3</sup> H. W. Pierson, comp., *Guide to the cataloguing of the serial publications of societies and institutions* (2d ed.; Washington, 1931).

Under both divisions subarrangement may be by language. In the case of the first, primary grouping instead of the subject here proposed may be by language (cf. Leiper),<sup>9</sup> then by subject; or by language only after division into independent, society, and official types, e.g.,

Independent	
Dutch	Chemisch weekblad
English	Chemical age
French	Annales de chimie
German	Annalen der Chemie

#### MISCELLANEOUS POINTS

1. *Government publications*.—Under this arrangement even the serial publications of governments would present little difficulty to the compiler, e.g., Canada. (Department of Mines) Geological Survey. *Bulletin* appears as:

GEOLOGY. English. *Canada*.  
Geological survey. *Bulletin*.

2. *Title variations*.—My colleagues may wish to fall about my ears and riddle my thesis where to them it seems to be most vulnerable. "What about changes of title?" Let me take three examples: (a) one "dead," (b) one in progress with continuous numbering, and (c) one in progress with new volume numbering for each title.

- |    |                                                            |                     |
|----|------------------------------------------------------------|---------------------|
| a) | i. The <i>Biblical</i> repository.                         | Jan. 1831—Oct. 1834 |
|    | ii. The quarterly observer and <i>Biblical</i> repository. | Jan. 1835—Oct. 1836 |
|    | iii. The American <i>Biblical</i> repository.              | Jan. 1837—May 1838  |

The "H.C.F." is italicized. Instead of entries, or even references, under Quarterly and American (ii) and (iii), can safely be placed with their forerunner under Biblical, or Bible, resulting in a considerable saving of labor and space—and even of conscience-pricking. We should not refuse the helping hand offered to us by later editors, through their having retained the all-important title-word of the journals they inherit.

<sup>9</sup>R. T. Leiper, *Periodicals of medicine and the allied sciences in British libraries* (Provincial Medical and Surgical Association, 1923).



a) CHEMISTRY. English. *America*.

- |                                                       |      |         |
|-------------------------------------------------------|------|---------|
| 1. Chemical and metallurgical engineering, N.Y.       | 19+  | 1918+   |
| 1a. Electro-chemical industry. 1-2.                   |      | 1902-3  |
| 1b. Electro-chemical and metallurgical industry. 3-7. |      | 1904-9  |
| 1c. Metallurgical and chemical engineering. 8-18.     |      | 1910-18 |
| GSC                                                   | 1+   |         |
| UWL                                                   | 19+  |         |
| WML                                                   | 1-18 |         |

The indention shows the relationship of 1a-c to 1. Of course, 1a and 1b should have a reference at Electro-chemistry, and 1b and 1c at Metallurgy, viz.:

## ELECTRO-CHEMISTRY.

English. *America*.Electro-chemical industry. *See* No. 1aElectro-chemical and metallurgical industry. *See* No. 1a

## METALLURGY

English. *America*.Chemical and metallurgical engineering. *See* No. 1Electro-chemical and metallurgical industry. *See* No. 1bMetallurgical and chemical engineering. *See* No. 1c

## b) Change of title with new volume numbering.

## AGRICULTURE.

English.

1. —*Africa (Cape)*

1888-1910. Agricultural journal of the Cape of Good Hope.

+No. 4 [or, *Succeeded by* No. 4] 37 v.

UP 1-37

UWL 1-12

UCT 10-37

2. —(*Natal*)

1898- Jan. 1911. Agricultural journal (and Mining record)

+ No. 4 [or, *Succeeded by* No. 4] 15 v.

UP 1-10

UWL 1-15

3. —(*Transvaal*)

1902-10 Transvaal agricultural journal.

+No. 4 [or, *Succeeded by* No. 4] 9 v.

UP 1-9

UWL 1-5



Similarly, the second entry should have a note:

- a) Formerly No. . . . [or a "—" sign]  
 b) Preceded by No. . . . [See Nos. 1-4 above]

In the case of change of title and volume numbering with no H. C. F., a cross-reference will, of course, be essential. (Cf. No. 7.)

Finally, it will be appreciated that this arrangement gives a very useful synoptic survey of the history of a periodical.

3. *Serials with more than one subject*, as the one quoted above (Chemical and metallurgical engineering), or such as "Annals of Otology, rhinology, and laryngology," require cross-references from the second and third subjects.

4. *International journals*.—There will be no necessity to group these separately at the end of a list. Under their specific subjects they may perhaps best head the subdivisions, arranged according to the language of the title. E.g.:

AGRICULTURE.

International.

English	International review of a.
French	Revue internationale d'a.
German.	Internationale landwirtschaftliche Rundschau.
Italian.	Revista international di a.

For the sake of simplicity this group could be confined to periodicals containing the word "international" in their title. For those not specifically styled "international" but containing contributions in several languages, see paragraph 5.

5. *Polyglot periodicals*, containing contributions in several languages, could be grouped, under their subjects, before or after the "international" ones (see paragraph 4) preceding the language divisions. They could perhaps best be arranged according to the country of origin. Reference under the language of the title would be necessary. E.g.:

BIOLOGY.

International.

5. ....  
 6. ....  
 Polyglot.

7. *Denmark*. K. Danske Videnskabernes Selskab. Biologiske Middel-  
elser. Copenhagen.
8. *Japan*. Tōhoku Imperial college. Science reports. 4th ser.: Biology.  
Danish. K. Danske Videnskabernes Selskab. Biologiske Middel-  
elser. See No. 7.  
English. *Japan*. Tōhoku Imperial college. Science reports. 4th  
ser.: Biology. See No. 8.

6. *Royal societies, etc.*—It will be both correct and convenient to arrange the publications of English Royal Societies under R. (Anglo-American code 78). They treat mostly of science, though not entirely, nor does that word occur in their titles as ordinarily used. In any case the heading "Science" will be a very large one. Cross-references will be called for. Under their heading the arrangement will be alphabetically of place. Royal societies occupied with specific subjects will find entry under these subjects. E.g.:

ROYAL SOCIETIES. See also Science; Societies; and specific subjects,  
e.g., Royal *agricultural* society of England; Royal  
society of *medicine*.

Royal society of Canada. Proceedings.

Royal society of London. Philosophical transactions.  
Proceedings.

Royal society of New South Wales. Journal.

The same treatment will apply to the publications of Academies, Learned institutions, Museums, Colleges, and Universities, and, of course, to societies other than Royal. E.g.:

SOCIETIES. See also Royal Societies; Science, and specific subjects, e.g.,  
Edinburgh *obstetrical* society. Societies whose names do not include  
a subject are to be entered under the distinctive name of the title  
whether a place or proper name is indicated or not, e.g., Franklin  
Institute; Linnean Society (before its separation into botanical and  
zoological sections).

Arrangement by subject will generally bring together the publications of one body or society, whether Royal or other. On the other hand, there are instances where separation will be called for, e.g., Field Museum of Natural history, Chicago, where the "Publications" and "Reports" will be scattered between A and Z. To connect them is desirable; and I would, therefore,

give a *See also* reference, under Natural history, to Anthropology, Botany, Geology, History, Ornithology, and Zoölogy.

7. *Abbreviations*.—No index appears in this type of compilation; the whole is a dictionary arrangement. Therefore, any references from abbreviated forms to the entry-form adopted occur in the body of the alphabet.

B.M.J.	British medical journal.
C.R.	Comptes rendus.
E.T.Z.	Elektro-technische Zeitschrift.

*Abbreviations in the quotation of titles of periodicals*.—I regret being unable to apply the system adopted in Volume II of *The World list* to the titles cited as examples, as no copy is locally available.

Incidentally, the arrangement here suggested will meet, perhaps better than any other, Mr. Smith's requirements of a union list, where he says:<sup>10</sup> "The purpose of a Union List of periodicals is to enable a researcher to discover where he may consult a given periodical, from a reference which is generally not completely accurate, is frequently abbreviated, and is sometimes truncated to the point of lunacy."

8. *Editors*.—Virchow's *Archiv für pathologische Anatomie* arranges:

ANATOMY.	
German.	
Germany.	
	Archiv (Virchow's) für pathologische Anatomie.

Gerland's *Beiträge zur Geophysik*:

GEOPHYSICS.	
German.	
Germany.	
	Beiträge (Gerland's) zur Geophysik.

Similarly, Crelle (Mathematics), Graefe (Ophthalmology), Liebig (Chemistry), Niemeyer (International law), Schmoller (Law and Legislation), Tilton (Horticulture). Cutter<sup>11</sup> reads:

<sup>10</sup> Smith, *op. cit.*

<sup>11</sup> Charles A. Cutter, *Rules for a dictionary catalog* (4th ed.; Washington, 1904). Cf. Rules 71, 152 (b), 174, 175, and p. 19: Entry: important word or catchword.

"Make a reference from the name of the editor when the periodical is commonly called by his name, as in the case of Silliman's *Journal of science*." (Rule 133.) Under the present arrangement reference would be necessary only if entries under one final heading were very numerous.

9. *Place of publication*.—We have seen that upon this knowledge depends the usefulness of some lists, e.g., the Royal Society's *Catalogue* and Mr. Lloyd's *List*.<sup>12</sup> All that is actually necessary to know is the country, not the town of publication. If variation 2*b* is adopted, not even this knowledge is necessary.

10. *Spelling*.—Whether "Academy" is spelled with one "c", with a "k," or with two "c's" matters very little by the time division by language and country has reduced the number of entries under each. Other cases in point are: *Annals*, *Bulletin*, *Gesamte*, *Jahresbericht*, *Mitteilungen*, *University*, *Zentralblatt*.

11. *Typesetting*.—In a list of this nature, the importance of typesetting as an accessory to rapid consultation must be emphasized. Running titles should be given and each subdivision clearly indented and headed with distinctive type. I should suggest large capitals for subject, Clarendon for language, and italics for country. If this is adequately attended to, it should take no longer to find a title placed in a final subdivision than under a direct entry as in the case of title or author entry.

It will neither console nor surprise my colleagues to learn that often I have felt inclined to leave the field to them. In fact, I have dropped the subject for months at a time, but always to return to it. In order to put my plan to a severe test, I have accordingly arranged each title they have cited.<sup>13</sup> It seems to me that inability to carry out this arrangement is tantamount to an admission of our inadequate library cataloging.

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<sup>12</sup> *Op. cit.*

<sup>13</sup> See footnotes 2-5.

## ADDITIONAL BIBLIOGRAPHY

- BRITISH MUSEUM, DEPARTMENT OF PRINTED BOOKS, *Rules for compiling the catalogues*, etc. Rev., London: The Trustees, 1927. Cf. Rule 18 (c) and (d).
- J. D. BROWN, *A Manual of practical bibliography*. London: Routledge, 1906, chap. vi, "Rules for the compilation of . . . catalogues: 14. Governmental, Society, Academic, and other institutional authorships." "The main entries . . . should be placed under the subject-matter of the report or document . . . e.g.
- EDUCATION. United States. Report of the Commissioner of education.
- MINING. Home office. Reports of H.M. Inspector of mines."
- Cataloguing rules: author and title entries*. London: Library Association, 1908. Cf. Rules 58, 72, 78, 112, 121.
- J. A. EBERHARD, *Synonymisches Handwörterbuch der deutschen Sprache*; 17<sup>te</sup> Aufl. . . . Mit Uebersetzung . . . in die englische, französische, italienische und russische Sprache. Leipzig: Grieben, 1910.
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## LIBRARIES OF THE LONDON COFFEEHOUSES

THE London coffeehouses of Dryden's time had a great deal to do with the dissemination of the printed page. At these resorts one could subscribe to a forthcoming edition; here one might attend book auctions, or have the opportunity of buying pamphlets, periodicals, and books, both new and old. Even a free library was available, according to a notice of 1694. Walsal, "the Coffee-Man against Cree-Church in Leaden-hall-Street," says the advertisement in the weekly periodical, *A Collection for improvement of husbandry and trade*, No. 125 (December 21, 1694), "keeps a Library in his Coffee-Room for his Customers to read."

The idea of having books accessible for the perusal of the man in the street was not original with Walsal. Many years before, a printer by the name of Francis Kirkman announced in a note at the end of one of his publications (John Webster and William Rowley's *The Thracian wonder* [1661]) that, at his shop, gentlemen would be "furnished with all manner of English, or French Histories, Romances, or Poetry; which are to be sold or read for reasonable Considerations." It may be doubted that Kirkman kept either old books or the products of rival printers, both of which would have been harmful to his own business. To encourage the reading of his own books and to make money while increasing publicity were undoubtedly clever strokes on Kirkman's part; but no less ingenious was Walsal's expedient of using a library, without any fee, to help along his coffee business. He may possibly have heard of a library which prospered in Oxford many years before. Anthony à Wood mentions that in 1668 "A little before X'mas, the X<sup>t</sup> Ch. men, yong men, set a library in Short's coffee hous in the study ther, viz., Rablais, poems, plaies, etc. One scholar gave a booke of 1s and chaine 10d."<sup>1</sup> This assortment of reading material was apparently

<sup>1</sup> Andrew Clark, *The Life and times of Anthony Wood* (Oxford, 1891), II, 147.

donated by and reserved for a club-like gathering of the Christ Church men.

Of the success of Walsal's novelty of 1694 we have no record, but from the fact that there do not appear to have been any rivals or imitators during the next thirty years, we may conclude that the idea did not catch on. As late as 1725 Benjamin Franklin searched London in vain for a lending library, finally making an arrangement with a second-hand bookseller to borrow the books he wanted to read.<sup>2</sup>

The circulating library seems to have come into its own soon after 1730. The spread of the practice by 1742 was sufficiently alarming to the publishers to warrant an editorial letter in the *Champion*, No. 426 (August 10, 1742), complaining of the "scandalous and Low Custom that has lately prevail'd amongst those who keep *Coffee-Houses*, of buying *one* of any new Book so soon as it is publish'd, and lending it by Turns to such Gentlemen to read as frequent their Coffee-house. . . ." The coffee-house, though somewhat past its prime in 1742, was still the favorite haunt of men of letters; its literary associations made it the natural location for circulating libraries. At Oxford similar institutions sprang up. Their popularity is attested by Thomas Warton, Jr., who gives a jocular account of the situation in *The Student*, Vol. II, No. 10 (July 3, 1751):

In the university there are several *libraries* (besides those of Radcliffe, BODLEY, and of private *colleges*), which were instituted to remedy the great neglect of reading so prevalent amongst us, as well as for the benefit of those gowmsmen who are incapable of reading *Greek* or *Latin*, and also to promote that most edifying practice of *lownging*. For as, according to the odd maxim of PLINY, *malle nihil agere quam agere nihil*, i.e. I had rather do nothing than have nothing to do; so it is better surely to read books of no use at all, than to read no books at all. Therefore, these *libraries*, to render them the more universal, are conjoin'd with the several coffee-houses: but the most remarkable is that lately erected near *New-College*, which from the matter it contains, has obtained the appellation of ΠΑΜΦΛΕΤΙΚΟΝ. The number of *books*, which, for a very plain reason, are entirely in English, still daily increase. But for further particulars, we must refer the curious to its original founder and present librarian, the *great* Professor JOHNSON.

<sup>2</sup> *The Writings of Benjamin Franklin*, ed. A. H. Smyth (New York, 1905-7), I, 278.

In his *A Companion to the guide, and a guide to the companion*, published eleven years later, Warton expands<sup>3</sup> his original essay. He mentions three other coffeehouses in Oxford that had libraries, the supervision of which was intrusted to women, "who, though properly the *sub-Librarians*, have usurped the right of their Husbands in the execution of this office." He examines the various reading material to be found in such places and finds most of it distasteful. There are the political pamphlets advocating war with France, the occasional poems which "diffuse the itch of rhyming, and happily tempt many a young fellow to . . . commence Author, either in the Pastoral, Lyric or Elegiac way," and the novels, which take the place of real experience and encourage intrigue and foolishness. The magazines, he admits, are broadening, but the presence of the reviews can only encourage the student to pronounce idiotic judgments on books which he has never seen. But, though Warton finds faults with the books—a representative collection, it should be noted—he nevertheless approves of the libraries themselves. "In these," he says, "Instruction and Pleasure go hand in hand; and we may pronounce, in a literal sense, that Learning remains no longer a *dry* pursuit."<sup>4</sup>

Cambridge likewise had its coffeehouse library. One merchant advertised in the *Cambridge chronicle* for June 4, 1763: "A Library of Books is now in the Coffee-Room which will be increased; and for the Entertainment of such Gentlemen who are musically inclined, Instruments will shortly be provided." From an anecdote which Cradock told about Gray, it would seem that one of the coffeehouses had a circulating library. A certain Mr. Pigot was desirous of being thought intimate with the poet; Gray, in return, despised Pigot. It was customary, Cradock explains, when a book was ordered at a coffeehouse, that four subscribers' names should be previously recorded. Knowing of the feeling between the two men, the wags of the college made it a practice to erase the name following Gray's on the list and substitute that of Pigot, making it appear as though the former

<sup>3</sup> In the 1806 reprint of the 1762 edition, p. 9.

<sup>4</sup> *Ibid.*, p. 8.

were standing sponsor for the books taken by the latter. The desired effect, that of infuriating Gray, was achieved.<sup>5</sup>

Later mention of a circulating library in a coffeehouse is found in the diary of Thomas Campbell, a Scotch doctor who visited London in 1775. He mentions the large collection of books and a "reading Society" to be found in the Chapter Coffeehouse. The sight proved tempting: "I subscribed a shilling for the right of a year's reading," he jots down, "and found all the new publications I sought, and I believe, what I am told, that all the new books are laid in."<sup>6</sup> A hundred years later the traces of one of these old libraries were still extant. Peter Cunningham, the editor of Goldsmith, having observed that in 1775 every new poem and pamphlet of any importance was to be seen at a coffeehouse, declared he himself owned many quarto poems bearing the inscription "Dick's Coffee House" in large written letters in their title-page.<sup>7</sup>

Toward the end of the eighteenth century coffeehouses ceased to function as libraries. For one thing, the libraries were becoming self-supporting business ventures when run by themselves or in connection with the closely affiliated trade of book-selling. For another thing, the popularity and influence of the coffeehouse were waning rapidly. In the next century the coffeehouse was to be known principally by its connections with the temperance movement.

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<sup>5</sup> J. Cradock, *Literary memoirs* (London, 1826-28), IV, 226.

<sup>6</sup> *Johnsoniana*, ed. Robina Napier (London, 1884), p. 233.

<sup>7</sup> *The Works of Oliver Goldsmith*, ed. Peter Cunningham (London, 1854), II, 276.

## FURTHER NOTES ON SCIENTIFIC AND TECHNICAL LIBRARIES OF NORTHERN EUROPE

SINCE his previous article<sup>1</sup> appeared, the writer has extended the scope of his study tours in librarianship to Poland, Finland, and the Union of Socialist Soviet Republics. It is hoped that these supplementary notes will help to banish the reproach of incompleteness which the previous article deserved, and at the same time present in a compact form some useful information and first-hand impressions jotted down on the spot. The notes which follow are from the journal of an interested and observant wanderer.

*Biblioteka Stowarzyszenia Technikow Polskich (Bibliothèque de l'Association des Techniciens Polonais), Warszawa.*—This is the most important library of technical science in Poland, the work of which I was able to study in some detail by the courtesy of M. Stanislas Rodowicz, the librarian. The Association des Techniciens Polonais was founded in 1898, and at present comprises 7,000 members; about 1,500 of these are resident in Warsaw, and the remainder represents the total membership of thirty local branches which the Association has formed in other industrial centers of Poland. The premises are in the rue Czacki, with a spacious conference hall, committee rooms, a restaurant, and a library. The last contains at present about 10,000 volumes of technical literature, and 100 current periodicals which are laid out in the reference room. There is an alphabetical author index on the international size cards; also a systematic index in accordance with the Brussels decimal classification, but on cards of a different size, so as to avoid possible confusion with the author index. The books are shelved in five different sizes strictly by accession number, a system which enables practically all available shelf space to be utilized. Readers' loan slips are filed both in order of book titles and of the borrowers' names; more-

<sup>1</sup> H. P. Spratt, "Notes on some scientific and technical libraries of Northern Europe," *Library quarterly*, IV (1934), 467-86.

over, as the decimal classification number must be written on each slip, it is possible to keep a statistical analysis of readers' requirements in respect of subject matter, which serves as a basis for subsequent purchases. The control mark in each book consists of three numbers: accession, shelf, and decimal classification numbers.

It is of interest to note that the adoption of this modern system<sup>2</sup> (in place of an old-fashioned method previously used) was effected in such a simple manner that, in the transition period of two years, the ordinary work of the Library could be carried on as usual. In the planned extension, to be built in the near future, it has been decided to keep all book shelves so low that they can be easily reached without a ladder. The Library compiles and publishes a quarterly documentation<sup>3</sup> of articles in Polish technical periodicals, about 100 of which are reviewed. Each issue contains about 600 references, all minutely classified by the decimal system and printed on one side only of the paper; in short, ideal for international library co-operation. I was also shown an international card index of technical literature decimally classified, with about 70,000 cards, which had been built up within the last four years. The Polish *Power and fuel bulletin* is another important documentation work compiled in the Library.

*Biblioteka Publiczna (Public Library), Warszawa.*—This, the "most used library in Poland," was built and donated to the state in 1913; and is now visited by about 300,000 readers in the course of a year. It is planned on American lines, and the fine

<sup>2</sup> Cf. Stanislas Rodowicz, *L'organisation d'une bibliothèque modèle* (Varsovie, 1933); reprinted from Internationales Institut für Dokumentation, *Vorträge der 11. Konferenz*, Erster Band.

<sup>3</sup> Stowarzyszenie Techników Polskich w Warszawie, Sekcja Bibliograficzna, *Polska bibliografja techniczna* (Warszawa). To cover the period immediately before the commencement of this current documentation, the Library has also issued a ten-year cumulative index of Polish technical literature: Komitet biblioteczny Stowarzyszenia Techników Polskich, *Bibliografja Polskich wydawnictw technicznych z okresu lat 1918-1928. Technika, wytwórczość, organizacja* (Warszawa, 1929). Pp. 270. This contains: (1) an abbreviated Polish translation of the Decimal Classification systematic tables, (2) an alphabetical catch-word index to the same, (3) a systematic (decimally ordered) list of books, (4) an alphabetical index of authors, (5) a systematic (decimally ordered) list of periodicals, and (6) an alphabetical index of the same.

classical façade is a distinctive feature architecturally. The collection amounts at present to 300,000 volumes, and 2,000 current periodicals are received; there is a staff of 55 librarians and attendants.<sup>4</sup> The books are indexed alphabetically by author, and systematically in accordance with the decimal classification. The book stores are in seven stories, and equipped with modern steel shelves. There are three rooms set apart for the use of readers; the main hall has seats for 120, the periodical room and the reference room have each 40 seats. In the reference room, with its international collection of encyclopedias, dictionaries, and other reference works, is an efficient information service. All enquiries must be written on questionnaire forms, which are subsequently filed, with the replies, for statistical purposes. There is also a special "library of librarianship" with a collection of 3,000 volumes, so comprehensive that even some of the present writer's articles are to be found there (if looked for). Finally, I was shown the school of librarianship, where students learn the use of decimal classification and so forth.

*Biblioteka Narodowa (Bibliothèque Nationale), Warszawa.*—For the last three years, the National Library of Poland has been temporarily housed in the modern premises of the Commercial University in Warsaw, where space for expansion is limited. However, it is hoped, in about ten years' time, to build suitable accommodation with adequate possibilities for subsequent extension, a factor which must always be allowed for where libraries are concerned.

The National Library is entitled by law to receive copies of all books, pamphlets, journals, and newspapers published in Poland; in addition, works published abroad in Polish, by Polish authors, or about Poland, are acquired as far as possible. All this literature is indexed, and the references printed and published in the periodical accession lists: (1) a weekly national list of Polish publications,<sup>5</sup> which contains about 10,000 to 12,000

<sup>4</sup> Full particulars of the Library's activities are published (for those who can read Polish) in its monthly bulletin: *Biuletyn biblioteki publicznej m. st. Warszawy* (Warszawa, 1929-date).

<sup>5</sup> *Urzędowy wykaz druków wydanych w Rzeczypospolitej Polskiej.* (Warszawa: Biblioteka Narodowa).



entries per year, and a special one-sided edition of which is available for library purposes, (2) a national list of newly published periodicals in Poland,<sup>6</sup> and (3) a list of the works acquired from abroad<sup>7</sup> as mentioned above. The Polish section of the *Répertoire international des traductions*<sup>8</sup> is also compiled in the Library. Up to the year 1928, the index of the collections is available only in bound-volume form, but from 1929 onward it has also been compiled as a cumulative card index on international 125×75 mm. cards. The book stores are of quite modern construction, and equipped with adjustable pressed-steel shelves and an electric book lift for a load of 50 kilos (110 lbs.). The books are shelved in four different sizes. At present there is only a small room available for the use of readers, with about 60 seats, but it is well furnished (the tables are covered with a hard rubber composition), pleasantly decorated, and quiet. There is a remarkably fine collection of manuscripts, maps, and early prints of the eighteenth century, when French culture prevailed in Poland.

*Politechnika Warszawska Biblioteka, Warszawa.*—The Technical University of Warsaw was built in 1894, and at present is attended by about 7,000 students. The entrance hall is in the form of a covered marble courtyard surrounded by multiple balconies, and is in fact one of the finest and most spacious assembly halls in Warsaw. The curriculum comprises public works, roads and railways, hydraulics, canals and water transport, machine construction, aerodynamics, electricity, and chemistry; there is also an astronomical observatory.

The Biblioteka contains 70,000 volumes of technical literature classified by the Brussels decimal system. Both the alphabetical author index and the systematic (decimal) subject-matter index are in loose-leaf form. Nearly 400 current technical periodicals are received. The Library premises are nearly forty years old and wooden shelves are still in use. The reference room

<sup>6</sup> *Urządowy wykaz czasopism nowych, wznowionych i zawieszonych, wydawanych w Rzeczypospolitej Polskiej.* (Warszawa: Biblioteka Narodowa.)

<sup>7</sup> *Wykaz druków Polskich lub Polski dotyczących wydanych zagranicą.* (Warszawa: Biblioteka Narodowa.)

<sup>8</sup> Published by the Institut International de Coopération Intellectuelle, 2 rue de Montpensier (Palais Royal), Paris.

has seats for 100 students, and there is also a separate study-room reserved for the use of professors. Glass covers are fitted on the drawers of the documentation card index cabinets (in the same manner that I noticed in the Lenin Public Library, Moscow), which help to keep the cards clean.

*Universitetets Bibliotek, Helsinki.*—The Library is housed in a separate block adjacent to the University. The structure is more than a century old, built in the classical style, and beautifully decorated inside. It serves the dual function of both University and National Library; from the year 1919 onward, five copies of every book or pamphlet printed in Finland must by law be deposited before publication. One copy of each is retained, and the remainder are distributed to other state libraries in Finland. The Library also endeavors to acquire, as far as possible, copies of all books published in other countries by Finnish authors, translations of Finnish works, and publications relative to Finland. All this and other literature received from abroad has an alphabetical author index in the old-fashioned book form; the Finnish portion of the collection is provided with an alphabetical author card index of international size. The books are shelved systematically in broad sections, within which they are located by accession number; the present book store is now nearly filled, and an extension is planned for the near future. In the more recent portion, about thirty years old, the book stacks are set out radially, which is economical for illumination but wasteful of valuable space. The subject-matter classification scheme, which is used solely in order to shelve the books, has 27 main classes with about 270 subdivisions in all. With reference to the use of Swedish in Finland, I was told that only about 10 per cent of the present collection is in Swedish, and in new accessions even this small proportion is on the decline. The entrance hall contains the loans administration. The main hall has seats for about 75 readers, but the librarian, Dr. L. Tudeer, informed me that accommodation for 300 was really needed. There is also a small reference room and information bureau, and an unusually fine collection of medieval manuscripts. The various departments of the Library can be isolated

with fire-proof steel doors. From the year 1929 onward a Finnish union list of publications received from abroad has been compiled with the collaboration of the fourteen most important libraries in Finland. The method follows more or less the lines of the German *Instruktionen*<sup>9</sup>; publications of corporate bodies, etc., are entered directly under their titles, but cross-referenced under the town names.

*Tekniska Högskolans i Finland Bibliotek, Helsinki.*—The library of the Finnish Technical University is, almost needless to mention, the most important technical library in Finland. It contains 60,000 volumes and pamphlets, and is open to the public six hours per day, namely from 12:00 to 4:00 P.M. and from 6:00 to 8:00 P.M. It is used principally by students of the Technical University, for whom the loans department is also open from 12:00 to 3:00 P.M. daily.

The Library receives a comparatively extensive collection of current technical periodicals,<sup>10</sup> 300 of which, with technical dictionaries and similar reference works, are placed at the immediate disposal of readers. The subject-matter classification for the books is a system with (1) Roman numerals up to XVII for the main sections, which are further subdivided by the use of (2) capital letters, (3) ordinary numbers, and then, in a few cases, (4) small letters. In short, a rather complex system, with nearly a hundred subdivisions in all. There is an alphabetical author card index; but the cards are *not* of international size, which may prove unfortunate when collaboration with other libraries is involved. The accession lists<sup>11</sup> have been printed and published from the year 1911 up to date. In these the entries are printed in alphabetical order within their subject-matter sections. The index cards for new accessions are also filed in this manner until the end of each current year, when the accession

<sup>9</sup> *Instruktionen für die alphabetischen Kataloge der preussischen Bibliotheken* (2te Ausg.; Berlin: Behrend, 1909).

<sup>10</sup> *Suomen Teknillisen Korkeakoulun Kirjasto, Aikakausjulkaisujen luettelo (Förteckning över periodisk litteratur)* (Helsinki, 1928).

<sup>11</sup> *Suomen Teknillisen Korkeakoulun Kirjasto, Lisäluettelo (Accessionskatalog)* (Helsinki, 1911–date).

list is printed from them, and they are then intercalated into the cumulative alphabetical author card index.

At present, in order to find a book by subject matter, it is necessary to search in the various bound volumes of the accession lists; however, the librarian, Dr. A. Kemiläinen, told me that it is hoped to set up a subject-matter catch-word index of the whole collection as soon as pressure of other work permits. As there are also seven auxiliary reference libraries in the various departments of the Technical University, and only three librarians for the whole administration, much of the work must be handicapped. The books are shelved systematically, and then alphabetically by authors within the various sections. It is, however, intended to shelve by accession number in the near future, since this latter method is much more economical of shelf space. In this manner space for ten more years' accessions will be won.

*Riksdagsbiblioteket (Parliament House Library), Helsinki.*—The Parliament House, completed in 1931, a work of the architect J. S. Sirén, is representative of the simple, disciplined lines of the neo-classical style in Finland. It stands on an elevation, which makes the façade of pale rose-colored stone remarkably impressive. The entrance hall, decorated with marble of different colors, is of fine layout and workmanship.

The Library is specialized for political science, and the equipment is all quite modern. It is open for use of the public, and contains 100,000 volumes which are shelved systematically on pressed-steel bookstacks. The parliamentary papers of twenty countries are received. The whole collection is provided with an alphabetical author index and a systematic index, the cards of which are international size. The subject-matter classification uses Roman numerals up to XXIII for the main sections, most of which are subdivided by ordinary numbers, and in some cases still further by the use of small letters. For example: XVIII Statistics; XVIII.1 Theory of statistics; XVIII.2 Official statistics; XVIII.2.a Official statistics of Finland; XVIII.2.b Official statistics of Sweden, Norway, Denmark; XVIII.2.c Official statistics of other countries. A key to the complete system is pub-

lished in the library accession lists, systematically compiled, but within each subdivision the entries are in alphabetical order. In addition to the systematic portion of each list, there is a full alphabetical author index and an alphabetical subject-matter index to the classification scheme. The printed accession list,<sup>12</sup> 1926-28, for example, is a volume of 460 double-sided sheets. The main hall of the Library has seats for 45 readers; books are also allowed out on loan for a period of one month.

*Central Transport Library, Leningrad.*—This library is housed in the Institute for Railway Transport, and is intended primarily for the use of professors and students. It was founded in 1810, and contains at present 158,000 volumes on railway transport and related subjects. For the first fifteen years of its existence, the collection had consisted mostly of French books; now, however, it has developed on quite international lines. Of the current technical periodicals received, 150 are Russian and 92 come from abroad; many of the sets are complete from the first issue. The current numbers are laid out on racks for open access in the reference room, which has accommodation for nearly a hundred readers. The book stores are of fireproof reinforced concrete construction, with steel shelves, booklift, and the inevitable double windows. The books are shelved strictly by accession number in various sizes. There are alphabetical author and subject-matter card indexes; in the former, the Russian part of the collection is indexed separately, on account of the different alphabet. The cards are of standard international size. It is of interest to mention that, in more than a hundred years, there have only been four successive librarians.

*Library of the Institut Inzenerov Transporta, Moskva.*—The Library of the Technical University for Railway Transport contains 300,000 volumes (not titles); of the more important works prescribed for the diploma course, numerous copies must be available for loan to the students. The alphabetical author index is in two sections, since the Russian entries must be filed in a separate alphabet; there is also an alphabetical catch-word subject-matter index, the cards of which are the international

<sup>12</sup> Eduskunnan Kirjasto, *Luettelo* (Helsinki, 1911-date).

standard size, 125×75 mm. The book stores have not yet been modernized, and wooden shelves are still in use. The books are shelved systematically by subject, and located by accession number within the various subject-matter sections. The main hall of the library has seats for about 250 readers, and is intended primarily for the use of professors and students of the Institute.

*Kniznaya Palata (State Chamber of Books), Moskva.*—This important institution, housed in an eighteenth-century summer palace, cannot be described as a library in the usual sense, because it has no accommodation for readers, neither are any books allowed out on loan. Nevertheless, its activities are of special interest to students of librarianship.<sup>13</sup> It is entitled by law to receive 45 copies of every book or pamphlet published in the Soviet Union (and these number about 50,000 per year). One of each is retained, and the other 44 are distributed to other state libraries. From the year 1907, the Palata has issued the *Kniznaya letopis*, the official weekly list of Russian publications<sup>14</sup>—weekly in the Soviet sense of six days. This national index (probably one of the best examples of its kind in existence) is classified by subject matter into eighteen main sections, numbered with Roman numerals up to XVIII. Within these sections, the entries are in alphabetical order, and each is classified by the Brussels decimal system. A special edition for library use, printed on one side only of the paper, is now published; the *Kniznaya letopis* is also available in card-index form, each reference printed separately on cards of the international standard size, 125×75 mm. What an enormous waste of scissors-and-paste work would be saved in libraries all over the world if other national indexes were also directly available in international card form. The circulation of the *Kniznaya letopis* in pamphlet form is 2,250 copies, and in card-index form 1,000 copies, so that there

<sup>13</sup> For further particulars, reference should be made to the pamphlet by E. I. Schamurin, *Gosudarstvennaya Tsentralnaya Kniznaya Palata RSFSR, vzniknovenie i deyatelnost* (Moskva, 1930). Pp. 54.

<sup>14</sup> *Gosudarstvennaya Tsentralnaya Kniznaya Palata, Kniznaya letopis, organ gosudarstvennoi bibliografii, vychodit kazhduie 6 dnei* (Moskva, 1907–date).

is evidently adequate demand for the latter. For the past three years the Palata has also published quarterly lists of (1) maps, (2) music,<sup>15</sup> and (3) printed art, such as portraits, picture postcards, illustrated placards. These have each a circulation of about 1,000 copies. There is also a bi-monthly list of the more important articles in periodicals<sup>16</sup> published since the Revolution, an annual list of newspapers and journals,<sup>17</sup> and an annual statistical review of the previous year's production of printed matter.<sup>18</sup> All these publications of the Kniznaya Palata are printed and bound on the premises; seventeen compositors and six apprentices are employed, the type is all set by hand, and there are three presses. It is of interest to note that there are 96 distinct dialects in the Soviet Union. No book may be sold until 45 copies have been deposited in the Palata. Books are here shelved for three years, and are then packed and stored by the Lenin Public Library. For internal use, there is an exceptionally comprehensive collection of the world's national book-lists (*Publishers' circular*, etc.), and a library of 30,000 "books about books."

*Lenin Public Library, Moskva.*—This, the most important public library in the Soviet Union, is centrally situated in Moscow, about five minutes' walk from the Red Square and the Kremlin. The present structure dates from the eighteenth century and, when the Library is in the near future transferred to modern premises, will be used as a literature museum. The collection amounts to about 5,000,000 volumes, many of which are, however, duplicate copies. The Library is entitled by law to receive two copies of every book or pamphlet published in the Soviet Union. Since the year 1927, the alphabetical author index for Russian books has been compiled with the help of print-

<sup>15</sup> Gosudarstvennaya Tsentralnaya Kniznaya Palata, *Notnaya letopis, organ gosudarstvennoi bibliografii, vychodit 4 raza v god* (Moskva, 1931—date).

<sup>16</sup> *Zhurnalnaya letopis, organ gosudarstvennoi bibliografii, vychodit 2 raza v mesyats* (Moskva, 1926—date).

<sup>17</sup> *Spisok periodicheskikh izdaniy RSFSR v 1933 G. (na 1 Iyulya)* (Moskva, 1933). Pp. 482.

<sup>18</sup> *Pechat RSFSR v 1932 Godu, statisticheskie materialui* (Moskva, 1933). Pp. 178.



ed references from the *Kniznaya letopis* published by the Kniznaya Palata (described above). These references (which, it may be mentioned, are all classified by the decimal system) are filed on index cards of the standard international size, 125×75 mm. Alphabetical author references for the remainder (i.e., other than Russian) must, of course, be filed separately. There is a numerical systematic subject-matter index for all the literature; and, since the year 1931, an alphabetical subject-matter index for the Russian books has also been compiled. The indexes are made in two copies, one for use of the public, and the other for internal library use. The books are shelved in different sizes by accession number. Most of the shelves are, of course, old fashioned and built of wood; from the year 1925, however, modern steel shelves have been installed. The Library receives 7,000 newspapers and 2,000 current periodicals. It is open to the public twelve hours daily (except for only five days in the year), from 10:30 A.M. to 10:30 P.M. The main hall has seats for 450 readers, and the two smaller rooms (for special literature and science) have accommodation for 50 readers each. The Library is used by about 1,500 readers daily.

The staff consists of 550, of which number 300 are "intellectual." For every post which involves public service, two and a half officers are provided. There is an efficient information bureau to deal with special enquiries. The Library works in close collaboration with the Prussian State Library for reciprocal loans service. Glass covers are fitted to all drawers of the index cabinets for public use; these help to keep the cards clean. Readers' requisitions are dealt with in strict rotation but, due to the heavy demand, nearly an hour's delay must often occur before the books can be supplied, even when the shelf number is stated on the requisition. Readers' tickets cost the nominal sum of 2 roubles per year.

H. P. SPRATT

SCIENCE MUSEUM LIBRARY  
LONDON, ENGLAND

# GRADUATE THESES ACCEPTED BY LIBRARY SCHOOLS IN THE UNITED STATES DURING THE ACADEMIC YEAR 1932-33

AN ARTICLE published last year<sup>1</sup> contained the graduate theses accepted by library schools from July, 1928, to June, 1932, inclusive. The present article covers the year commencing July, 1932.

Thirty-six graduate theses were accepted during this year by four schools, namely, California, seven; Chicago, two; Columbia, thirteen; and Illinois, fourteen.

Distributed among thirteen of the headings used in the former article, the theses are as follows:

## I, B. ACTUAL READING BY POPULATION<sup>2</sup>

1. CARNOVSKY, LEON. *The Reading needs of typical student groups, with special attention to factors contributing to the satisfaction of reading interests*, 1932, Ph.D. (Chicago).
2. HOUKOM, ALF. *The Reading interests of educated people*, 1933, M.A. (Illinois).

## II, A. ENUMERATIVE BIBLIOGRAPHY

1. HOLT, BEATRICE HOWARD. *Kansas state publications since 1898*, 1932, M.A. (Illinois).
2. PONDER, WILMA EDITH. *A Study of the high school administrator's professional literature on the library*, 1932, M.A. (Illinois).

## II, B. DESCRIPTIVE BIBLIOGRAPHY

1. ANDERSON, MRS. MARGUERITE HALLAM. *An Historical survey of the efforts to produce a comprehensive bibliography of English history; with a special examination of the section on English history in the "Guide to historical literature,"* 1933, M.S. (Columbia).
2. CALVO, MARIA DOLORES. *The "Enciclopedia universal ilustrada Europeo-Americana"; its history and content*, 1933, M.S. (Columbia).
3. FUNK, MARY AMELIA. *Educational biography; a study and comparison of the biographical material on American educators in Monroe's "Cyclopedia*

<sup>1</sup> Douglas Waples, "Graduate theses accepted by library schools in the United States from June, 1928, to June, 1932," *Library quarterly* III (1933), 267-91.

<sup>2</sup> Headings dividing the theses refer to the corresponding sections of the classification appearing in the article noted above.

of education" and in various other reference books which supplement Monroe, 1933, M.S. (Columbia).

4. HENKLE, HERMAN HENRY. *Bibliographic descriptions of some classical contributions to the literature of anatomy*, 1933, M.A. (California).
5. MATHYS, DELLA MABEL. *A Study of the editions of the works of Sir Walter Scott*, 1932, M.S. (Illinois).
6. MATTHEWS, JIM P. *A Bibliographical study of Arkansas state publications*, 1933, M.A. (Illinois).
7. RINARD, HARRIET VIRGINIA. *A Study of periodicals for children*, 1932, M.A. (Illinois).

#### II, C. CRITICAL BIBLIOGRAPHY

1. FOSTER, FLOSSIE MARIE. *Evaluation of children's books by book reviewing periodicals and by children's librarians*, 1933, M.S. (Columbia).

#### II, D. PRINTING

1. FIELD, MARGARET MURIEL. *An Outline for a course in the history of printing*, 1933, M.A. (California).
2. FRICK, BERTHA MARGARET. *A History of printing in Virginia, 1750-1783; with a list of Virginia imprints for that period*, 1933, M.S. (Columbia).
3. JONES, EDITH CARRINGTON. *Avianus in the middle ages*, 1933, M.S. (Illinois).
4. KYLE, ELEANOR RACHAEL. *Early Ohio imprints*, 1932, M.A. (Illinois).
5. WALKER, MARY ALDEN. *History of printing in Indiana to 1850; comprising a brief analysis of the literary production, and a list of items printed*, 1933, M.S. (Columbia).
6. WILKIE, FLORENCE. *Early printing in Ohio, 1793-1820; with a checklist of Ohio imprints for that period*, 1933, M.S. (Columbia).

#### III, F, 3. LIBRARY SURVEYS

1. LEFEVRE, ALICE LOUISE. *Suggested plans for a survey by a public library before organizing special service for intermediates*, 1933, M.S. (Columbia).
2. MORRIS, RAYMOND PHILIP. *A Study of the library facilities of a group of representative protestant theological seminaries in the United States and Canada*, 1932, M.S. (Columbia).
3. SEELEY, WINIFRED. *Study of the junior college library service in relation to the educational program of the junior college*, 1933, M.A. (California).

#### III, F, 7. LIBRARY HOLDINGS

1. BEHM, NELLIE ELIZABETH. *Society publications for the teachers college library*, 1932, M.A. (Illinois).
2. FORD, MRS. NEVA NELSON. *What is an adequate collection of periodical material for the land grant colleges offering graduate work in agriculture?* 1932, M.S. (Columbia).

3. KROGH, ELVA LEONORA. *A Study of the development and organization of collections of American college and university official publications*, 1932, M.A. (Illinois).

III, F, 8. PERSONNEL

1. WATSON, DOROTHY STOREY. *Certification of secondary school librarians*, 1933, M.A. (California).
2. ZIMMERMAN, LEE FRANKLIN. *The Academic and professional education of college and university librarians*, 1932, M.A. (Illinois).

III, F, 9A. BOOK SELECTION

1. ANDERSON, KATHERINE EVA. *A Survey of book selection methods and policies in representative public libraries of the Pacific Coast, followed by the outline of a book selection course based upon observed practices*, 1933, M.A. (California).

III, F, 9C. CATALOGING AND CLASSIFICATION

1. AKERS, SUSAN GREY. *Relation between theory and practice of cataloging; with special reference to courses in cataloging in library schools*, 1932, Ph.D. (Chicago).
2. BRIDGERS, LUCILLE. *An Outline and syllabus for a course in simplified cataloging*, 1933, M.A. (California).
3. DEBECK, FERNE EVALENA. *Classification systems for plates, pamphlets and other ephemeral material in an architectural library*, 1933, M.A. (Illinois).
4. TROXEL, WILMA ALLENE. *A Study of the use of bibliographical and descriptive notes as applied to the problems involved in the cataloging of serial publications*, 1932, M.A. (Illinois).
5. WILSON, EUGENE HOLT. *Titles of honor and titles of address used in cataloging*, 1933, M.A. (Illinois).

III, F, 9E. LENDING AND CIRCULATION

1. CANOVA, MADELINE FRANCES. *A Study of the circulation departments in a selected group of university libraries with special emphasis given to the division of duties between professional and clerical assistants*, 1933, M.A. (California).

III, F, 10B. SERVICES TO PARTICULAR GROUPS

1. SCHMIDT, ELSIE FLORENCE. *The service of organized teachers' rooms of public libraries in cities of over 100,000 population*, 1933, M.S. (Columbia).

IV. RESEARCH—SOURCES AND METHODS

1. BARTLETT, MARGARET JANET. *College library reports as source material*, 1933, M.S. (Columbia).
2. LEE, MARGARET IRENE. *A Study of school library reports*, 1933, M.S. (Columbia).

DOUGLAS WAPLES

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## SHALL THE LIBRARY BOARD BE RETAINED?

MEMORANDUM FOR THE SENATE COMMITTEE ON THE DISTRICT OF COLUMBIA, PREPARED BY THE DISTRICT OF COLUMBIA PUBLIC LIBRARY

**D**URING the last session of Congress the reorganization of the government of the District of Columbia was discussed, and the Senate Committee on the District of Columbia directed that a thorough study of the question be made with a view to legislation on the subject at the next session. To refresh the knowledge of librarians on the government of the national capital generally and with reference to the Washington Public Library, it may be noted that Washington's half-million residents are disfranchised (except the comparatively small number who retain voting residences in the states); that Congress enacts all laws for the District, acting as its city council; that the District's executive consists of three commissioners appointed by the president of the United States; that these commissioners appoint the Board of Trustees of the Public Library; that this library board appoints the librarian; and that the librarian appoints all library employees. Inasmuch as some of the reorganization proposals involve the library board, in response to an invitation issued on behalf of the Senate Committee on the District of Columbia a memorandum has been prepared and submitted to that committee. With the thought that such a statement may prove of service to librarians and library boards elsewhere who may be facing similar situations, the memorandum as submitted, but with added material, is here presented:

### THE FREE PUBLIC LIBRARY AND PROPOSALS FOR REORGANIZATION OF THE DISTRICT OF COLUMBIA GOVERNMENT

In response to the invitations issued by one of the special agents of the Senate Committee on the District of Columbia for expressions of opinion on the proposals for the reorganization of

the District government, the Board of Library Trustees has the honor to submit the following memorandum with respect to the Free Public Library, and the Board of Library Trustees, which administers the library:

The various proposals concerning the Board of Library Trustees may be grouped roughly into the following:

1. That the library board be continued as at present, whether or not the District government as a whole continues unchanged or is radically altered.

2. That the library board be continued, but be stripped of its essential administrative powers and become a purely advisory board; this would mean that the Public Library would become implicitly a department functioning directly under the District government executive (i.e., either the Commissioners or a city manager).

3. That the library board be abolished and the Public Library become explicitly a department functioning in all respects directly under the District government executive.

4. One variant (or elaboration) of 3 is that the Public Library become an integral part of a Department of Education, i.e., be practically merged with the public schools, and that an education and library council be set up to act in a purely advisory capacity in suggesting policies for both schools and libraries.<sup>1</sup>

The Board of Library Trustees believes that the continued success, prosperity, usefulness, and growth of the Public Library system as an effective supplement of the public schools, and as an agency for adult education of great possibilities in an era which promises increased leisure for all, will be far better conserved by a library board composed of unpaid representative citizens, having, as at present, administrative responsibilities and powers, than by a board without such responsibilities and powers. The Public Library system is much underdeveloped and badly needs more branches in order to serve the entire population of the District, and for its expansion should have the

<sup>1</sup> Laurence F. Schmeckebier and W. F. Willoughby, *Government and administration of the District of Columbia: Suggestions for change* (Washington, D.C.: Brookings Institution, 1929), pp. 26-28, 128-37.

fostering care of a strong board composed of men and women with special interest in, and responsibility for, library expansion. Library interests should not be deprived of this resource of citizen interest and effective responsibility—a loss which would result from having a purely advisory board or no board. The Public Library represents voluntary education; the school, instructional education. The specialized interests of the library should not be jeopardized by being merged with, and submerged by, the overshadowing interests of the schools.

LEGISLATIVE PROPOSAL OF 1916 TO DEPRIVE THE  
LIBRARY BOARD OF ITS ESSENTIAL ADMINISTRATIVE POWERS

In 1916, at the request of the District Commissioners of that time, a bill was introduced in the House of Representatives providing:

That hereafter all appointments to and removals from annual and other positions authorized by law and appropriations for the Free Public Library shall be made by the Commissioners of the District of Columbia.

Since the library law provides that the library board (whose members are, under that law, appointed by the District Commissioners) "shall appoint a librarian to have the care and superintendence of said library, who shall be responsible to the board" and that "the said librarian shall appoint such assistants as the said board shall deem necessary," it will be seen that this proposal, if enacted, would have effectually stripped the library board of its essential administrative powers.

A hearing was held on the bill by the House District Committee on February 1, 1916, at which were heard Commissioner Newman in support of the proposal and President Noyes of the library board and Librarian Bowerman in opposition thereto. There was also pending at the same time before the House Committee a bill providing for the appointment by the District Commissioners not only of members of the Board of Education, but also of the superintendent of schools, the teachers, and all other employees of the Board of Education. At the close of the



hearing on the library bill the District Committee voted unanimously to table both library and school bills.

The hearing on the library bill was printed in a pamphlet of twenty-four pages.<sup>2</sup> Some of the arguments made in opposition then (and they are even more cogent today in view of the fact that the library system is far larger and involves much greater administrative responsibility) include the following:

The present system has given the library the positive benefit at every stage of its life of the enthusiastic, unpaid, and extremely effective labors of active and influential citizens in securing the original legislation, the original appropriations, donations to support the library before appropriations were made, the Carnegie gift of the central building and the offer of branch buildings; and that effective help has continued ever since.

The present system of appointments and control secures greater efficiency of management than one which would concentrate all power of appointment in the District Commissioners. The present law insures the appointment of a librarian for merit alone and, by centering executive power and responsibility in the librarian, with the backing of the board, has likewise insured staff appointments for merit alone, with the result that a staff with high professional standards has been built up. If the library staff were appointed by the Commissioners, it was feared that, under the fierce political pressure for office to which they are subjected, the efficiency, loyalty to the library, and enthusiasm of the librarian and staff might be materially reduced.

The present system is in accord with American practice. The plan proposed is contrary to the whole spirit of public library development and to public library custom and practice in this country. Even the cities which have commission or council-manager forms of government have nearly all retained their library boards with powers and responsibilities. Such boards in this country are either elected by the people—sometimes as

<sup>2</sup> *Appointment and removal of employees of the Public Library of the District of Columbia: Hearing before the Committee on the District of Columbia, House of Representatives, 64th Congress, 1st Session, on H.R. 7592.* (Washington, D.C.: Government Printing Office, 1916.)

committees of school boards—or they are appointed by the city executive or they are self-perpetuating.<sup>3</sup> In most cases they are divorced from local politics.

Citizens' boards are more essential in Washington than anywhere else. For reasons which are stronger in Washington than elsewhere, the system of utilizing citizens' boards in the performance of certain important municipal functions should be retained here, even if it were not the almost universal practice in other American cities, at least as far as the public libraries are concerned. Especially in a community without representation in its government, municipal or national, it is essential that every conceivable method should be employed of interesting the community in its own affairs and of fostering public spirit and civic loyalty by giving the people a maximum of indirect participation through these citizens' boards and otherwise in their own municipal government. To take from the library trustees the power of appointment of the librarian means the practical abolition of citizen participation in the government of an important agency of education, with only hurtful results to be anticipated.

#### PUBLISHED OPINIONS ON LIBRARY BOARDS SINCE 1916

The recognized authoritative publication on the public library in America is *The American public library* by Dr. Arthur E. Bostwick, librarian of the St. Louis Public Library and former president of the American Library Association. The fourth revised and enlarged edition of this comprehensive work, published in 1929, was issued with the indorsement of the American Library Association. Some pertinent extracts from Dr. Bostwick's book are the following:

Where a public library is owned by a city or town it is generally managed by a separate board of trustees, although sometimes it is operated as part of

<sup>3</sup> In a personal letter from Professor Carleton B. Joeckel, of the Department of Library Science, University of Michigan, commenting on the first draft of the brief, he pointed out, with respect to the statement concerning library boards previous to 1916, that "the method of choice of library boards seems to emphasize perhaps unduly the importance of the elective board. As a matter of fact, elective boards in American cities are now very uncommon. . . . With respect to library committees of school boards . . . such committees in no sense take the place of real library boards. . . . Several school board library committees have been abolished in recent years."

the educational work of the municipality, and sometimes its governing board has other public institutions, such as a museum or an art gallery, under its charge. Although something may be said in favor of combinations of this sort, they often result in discrimination against the library, and it is the general opinion among librarians that the board of directors, trustees, or managers that administers the library should be as independent as possible.<sup>4</sup>

Library opinion generally favors the retention of a separate board of trustees, which should preferably be a small one appointed by the mayor, although elected boards have worked well in some places. . . . It also strongly favors leaving the constitution and regulation of the service entirely to this board, even where other public employees are placed under the authority of a civil service board of some sort. The experience of libraries seems to have shown pretty conclusively that the control of a governing body by hard-and-fast civil service regulations, enforced by an outside board, while it may be necessary to curb political or personal favoritism in those likely to exercise it, does not conduce to good administration when applied to bodies that are not likely to be prejudiced in either of these directions. Political or personal favoritism in an ordinary public library is in fact rather rare.<sup>5</sup>

Dr. Bostwick's book leads back to a report in 1913 of the American Library Association's committee on relations between the library and the municipality, from which the following extract is quoted:

The library should be administered by an independent board of trustees, not by a single commissioner, and in particular not by a commissioner who has other matters on his hands.<sup>6</sup>

Nothing later has been found to change this pronouncement by the American Library Association.

At the December, 1933, meeting of the Council of the American Library Association, Professor Carleton B. Joeckel (already quoted) stated that the professors of political science and municipal administration had almost entirely neglected the public library in their treatises on government.<sup>7</sup> It is therefore necessary to quote from librarians. Professor Joeckel is himself studying this question of the relations between the library and public authorities and his book is awaited with interest. Meantime, in 1931 he published a long article on "The Public library under the city-manager form of government."<sup>8</sup> From which it

<sup>4</sup> P. 21.    <sup>5</sup> Pp. 22-23.    <sup>6</sup> American Library Association *Bulletin*, VII, 243.

<sup>7</sup> *Ibid.*, XXVII, 66.

<sup>8</sup> *Library quarterly*, I, 121-41, 301-29.

appears that in all but a very few cities (in most of which the change has been detrimental to the library) there has been no essential change in the government or administration of public libraries by reason of changes to the city-manager form of government of municipalities. Here are some of Professor Joeckel's specific statements:

It is necessary to repeat the fact we have noted at various points in this study—the board plan of library administration persists strongly.

Without laboring a rather obvious point, it may be said that the library seems to be one of the departments in which board control, because of its continuity, is accorded a certain amount of favorable consideration by students of municipal affairs. The weight of opinion seems to indicate pretty clearly that manager control is not always conducive to a stable and continuous library policy.

Advisory boards are actually provided, as permissive features, in several manager-plan charters, but in no case has the writer found evidence of their being important in practice in libraries. A group of citizens soon loses interest in an institution unless it has ample power to carry out its recommendations and also feels real responsibility for the policies it sponsors.

Certainly the present record of accomplishment of manager government with respect to libraries has not been of sufficient importance to warrant its universal adoption by all cities in the administration of their libraries. . . . We are certainly not yet ready to abandon completely the idea of the independence of the public library.

The year 1934 has seen the publication by two outstanding authorities on municipal administration of books containing references to the relations between the public library and public authorities, from which the following pertinent quotations have been gleaned.

Professor Thomas H. Reed, director of the Bureau of Government, University of Michigan, in the revised edition of his *Municipal government in the United States* (New York: Appleton-Century, 1934) in referring to "school boards, library boards, health boards, park boards, etc." says:

Some of the most important services rendered by our cities . . . have grown up through the voluntary effort of small groups of citizens. Such people have willingly served on a board created to administer their hobby. Traditions of

the highest kind often surround the activities of such boards. Ruthlessly to tear them down in the interest of some scheme of administrative uniformity is folly.<sup>9</sup>

Professor William B. Munro, of the California Institute of Technology and former President of the American Political Science Association, in his new book *Municipal administration* (1934), devotes a chapter of thirteen pages to public libraries, in one paragraph of which he discusses the question whether or not the public library should be organized as a separate department. He writes:

Most students of municipal government are inclined to the opinion that public library administration should be a regular and not an independent municipal function. But it should be organized as a department by itself and not combined within some larger city department such as public welfare or public recreation, as has been done in some cities under the commission form of government. The public library department should be headed by a board with its members appointed by the mayor, or, in city-manager cities, by the city council. It has been suggested that in the larger cities unpaid library boards should be abolished and their functions transferred to a full-time, well-paid commissioner or director of libraries, but this idea has not gained much favor, nor does it deserve to do so. For among all branches of municipal administration the library department is the one that most appropriately lends itself to the board system of management. Its problems are of the sort that can best be handled by common counsel, by deliberation, and by the reconciliation of honest but divergent views. Few decisions in library administration have to be made in a hurry. A board of influential citizens can perform great service by interpreting the library to the community and the community to the library.<sup>10</sup>

#### SUMMARY

*To summarize the foregoing:*

1. The best development of the library is assured under a board exclusively devoted to its interests. The library would be side-tracked or swamped by more material interests if it should be merged with all other activities of the municipal government and be given only casual attention.
2. A citizen board would lose interest and become merely perfunctory if reduced to an advisory board.

<sup>9</sup> P. 286.

<sup>10</sup> Pp. 462-63.

3. There is especial necessity for citizen boards in Washington to promote civic interest and civic loyalty, since there is here no suffrage and so little opportunity for the exercise of citizenship.

4. For the educational work of the library to be continued and developed it is essential that the library should be kept out of politics and free from political control of its appointments as partisan patronage. This is assured under the present system, but might not be under the proposed changes. To substitute uncertainty for certainty in respect to a vital requirement will not be wise.

5. Civic organizations, representing the Washington taxpayers, whose taxes sustain and develop the Public Library, indicate that the community desires that it shall continue to participate through a citizens' board of trustees in library control and development. This desire on the part of those who in the normal American community would as voters render final decision on this question should receive sympathetic consideration.

#### RECOMMENDATION

In view of the arguments we presented in 1916 by which we succeeded in preventing the emasculation of the library board of its essential powers and in view of our showing of the continued widespread support of the plan of retaining library boards with administration powers, we respectfully urge that, in any new legislation affecting the government of the District of Columbia, the powers now given to the Board of Library Trustees under the library's organic law be continued undiminished.

The foregoing statement, when filed on behalf of the Board of Library Trustees, bore the signature of the Honorable Theodore W. Noyes, president of the board. Publication of it in these pages affords the opportunity to call attention to a few of the facts showing that the library services of Mr. Noyes exemplify to a high degree the value of citizen participation in public library administration. Mr. Noyes is the real founder of the

Washington Public Library. First as associate editor of the *Evening Star*, long the newspaper with the largest circulation and with the widest influence in Washington, he began in the *Star's* columns, as early as 1891, agitation for the establishment of a local public library. After many defeats he was finally successful in 1896 in securing from Congress the legislation creating the library. He was appointed to the first board of trustees and has continued as president of the board ever since. Congress made no appropriations for maintenance for two years, and the library was supported by subscriptions, his own and those of others, and for several years longer such subscriptions were secured to supplement inadequate Congressional appropriations. Next came great efforts, finally successful, to secure legislation authorizing acceptance of the Carnegie gift of the central building and then still more efforts to secure appropriations for a book stock and a staff.

In all of the thirty-eight years of the library's life, Mr. Noyes, as associate editor and editor-in-chief of the *Star*, using the columns of that newspaper, as president of the Board of Library Trustees, in appearances before the District Commissioners, the Budget Bureau, legislative and appropriation committees of Congress, and by unrelenting personal efforts at every time of need, has earnestly, vigorously, and successfully striven to advance the interests of the library.

During his librarianship in Washington the writer has been intimately associated with Mr. Noyes in his career as a promoter of library interests and is in a position to value his public services. Other public librarians can, no doubt, point to similar cases of devotion in the membership of their boards of trustees. The fostering care of such members of library boards represents too great a contribution to the advancement of library interests and therefore of public interests to be sacrificed.

GEORGE F. BOWERMAN

PUBLIC LIBRARY  
WASHINGTON, D.C.



## FRITZ MILKAU

September 28, 1859—January 23, 1934

WHEN Fritz Milkau died in the latter part of January, one of the greatest—many will say *the* greatest—librarian of his time passed on. As the name of Pannizzi will always be linked with the great author-catalog of the British Museum Library and that of Leopold Delisle with that of the Bibliothèque Nationale, so Milkau's name will go down in library and bibliographic history as the chief originator and planner of the Gesamtkatalog of the German university and reference libraries now appearing in printed form.

Contemporaries of Milkau of whom a few are still living—for the most part in retirement—will remember him also because of the many valuable and helpful bibliographic contributions, the results of the tireless energy and remarkable diligence of the man. All librarians worthy of the title will recall and be grateful for his *Verzeichnis der Bonner Universitätsschriften* 1818–1885 (Bonn, 1897), *Centralkataloge und Titeldrucke* (Leipzig, 1898), "Die Bibliotheken," in *Die allgemeinen Grundlagen der Kultur der Gegenwart* (1906), the famous Prussian *Instruktionen* of 1899, and finally his participation as chief editor of the monumental *Handbuch der Bibliothekswissenschaft*, of which Volume I appeared in 1931, Volume II in 1933. His chapter on "Der Bibliothekar und seine Leute" (II, 635–716) represents his last literary effort and reveals Milkau still mentally alert, the profound scholar and eminent librarian to the end.

Milkau began his library career in the late eighties soon after graduation from the university where he had specialized in classical philology. His first professional appointment was at the University of Königsberg. Here his work soon attracted attention, and his services were accordingly in demand. Large universities, notably Bonn and Breslau, profited from his indomitable energy, sound learning, excellent judgment, and a

professional experience which had apparently covered the entire field of library endeavor. He was not permitted to remain a university librarian, although the problems of the university library evidently had great attraction for him. The Kultusministerium and the National Library required his assistance, and for nearly thirty-five years he was directly or indirectly connected with the central government at Berlin, for five years as general director of the National Library. It was during his connection with the ministry and the National Library that he came to play a most important part in laying the foundations for and organizing the Gesamtkatalog, also preparing the *Instruktionen*, which have come to be regarded as one of the chief guides and coordinators of cataloging practice, not only in Germany but throughout the world.

Throughout his life Milkau remained a prodigious worker. His bibliographic contributions, his library reports, and articles in library and other periodicals form a most impressive list. Evidently he watched all professional literature with closest attention. As an illustration it may be mentioned that, in 1912, while librarian of the University of Breslau, he found time to read a modest contribution on departmental libraries which had appeared in the *A.L.A. Proceedings* of that year and which led to a correspondence that proved a help and encouragement to the writer at a time when it was sorely needed, a correspondence which continued intermittently until shortly before Milkau's death. It was his mastery of the details of bibliographic and bibliothecal problems, combined with sound scholarship and eminent administrative talents, as well as his ability and willingness to aid and advise without regard to personal standing or prestige of the recipient, coupled with an innate modesty, that made Milkau so highly honored and beloved, not only in his native land, but by the librarians of many other countries as well. When in 1914 after the unfortunate incident at Louvain, the German government appointed Milkau to take charge of a commission which was to guard against any recurrence of the fire or similar damage to books, manuscripts, or art treasures, no librarian in enemy countries but approved the choice.

Milkau's friends and associates had hoped that he would live to complete his last undertaking, the great handbook of library science, but it was not to be. In 1928 the undersigned was privileged to visit another great librarian, Cardinal Franz Ehrle, also German, and then eighty-five. On that occasion Ehrle commented somewhat wistfully on his age and said that he hoped the Good Lord would give him another nine or ten years in order that he might complete his history of the Vatican Library. He was granted five years before the call came, and it will devolve on others to complete the history of the great papal library. So with the *Handbuch der Bibliothekswissenschaft*. Chances are that material already collected and co-ordinated by Milkau will make the task of completing this, the most important reference book on library science so far attempted, a relatively easy task.

In memory of Milkau there was issued shortly after his death a little volume, *Fritz Milkau zum Gedächtnis. Ansprachen, Vorträge und Verzeichnis seiner Schriften. Herausgegeben von Gustav Abb* (Leipzig: Otto Harassowitz, 1934). In this little book many of his closest friends and co-workers give touching tribute to the man and librarian, Fritz Milkau.

J. C. M. HANSON

SISTER BAY, WISCONSIN

## THE CONTRIBUTORS TO THIS ISSUE

GEORGE F. BOWERMAN, chief librarian of the Public Library of the District of Columbia in Washington, and a lecturer in library science at George Washington University, was born in Farmington, New York, on September 8, 1868. He was graduated from Rochester in 1892 and received his B.L.S. from New York State Library School in 1895. He has filled the position of reference librarian in the Reynolds Library, Rochester, New York, 1895-96, and of reference assistant in the New York State Library, 1897-98. He was a librarian and a member of the editorial staff of the *New York Tribune* and served on the editorial staff of the *New International Encyclopedia*, New York, 1900-1901. Before coming to Washington he held the librarianship of the Wilmington Institute Free Library. George Washington University conferred on him the degree of L.H.D. in 1913. Mr. Bowerman is the author of *Selected bibliography of the religious denominations of the United States*, *Censorship and the public library*, and of *Extension program of the Washington public library*.

CHARLES H. BROWN, librarian of Iowa State College of Agriculture and Mechanic Arts, Ames, Iowa, was born in Albany, New York, on December 23, 1875. He received his A.B. and A.M. degrees from Wesleyan University in 1897 and 1899, respectively. In 1901 he graduated from the New York State Library School with the degree of B.L.S. He has served as assistant in the Library of Congress, reference librarian in the John Crerar Library, assistant librarian of the Brooklyn Public Library, and library specialist in the United States Navy Department. Mr. Brown has held his present position since 1922. He is the author of articles appearing in the *Bulletin of the American Library Association*, *The Journal of higher education*, and the *College and reference library yearbook*.

J. PERIAM DANTON: for biographical information see the *Library quarterly*, IV (1934), 113.

RALPH M. DUNBAR has been assistant librarian at Iowa State College of Agriculture and Mechanic Arts, Ames, Iowa, since 1924. He was born in 1890 in Elkton, Maryland. In 1912 he received his A.B. degree from George Washington University, and in 1914 his A.M. from Columbia University. He was head of the department of traveling

libraries in the Brooklyn Public Library from 1913 to 1917, later becoming assistant reference librarian. After a period of army service Mr. Dunbar became field librarian in the Bureau of Navigation, United States Navy Department, where he remained until going to Iowa State College of Agriculture and Mechanic Arts in his present position.

PERCY FREER was born on March 1, 1893 in Tamworth, Staffordshire, England. He holds a B.A. (Honors) degree from the University of Birmingham and has done work at the University of Heidelberg. A Fellow of the Library Association (Diploma), he has had long experience in English and South African libraries, beginning as an assistant in the Birmingham Reference Library in 1907. During 1922-26 he was acting librarian of the Norfolk and Norwich Library, Norwich, going in 1926 to Cape Town, South Africa, where he became under-librarian of the South African Public Library. He became librarian of the University of the Witwatersrand, Johannesburg, in 1929, the position he now holds. Mr. Freer, at the invitation of the Carnegie Corporation of New York, visited the chief libraries of the United States, Canada, and Great Britain in 1932. He has been since 1933 an honorary editor of *South African libraries*, the official organ of the South African Library Association, of which he is vice-president. He has contributed articles to British and South African library periodicals, recently describing the new library building at the University of the Witwatersrand in *South African libraries*.

HAROLD V. GASKILL received his A.B. degree in 1926, his A.M. in 1927, and his Ph.D. in 1930 from Ohio State University. A member of the faculty of this university from 1926 to 1930, he became associate professor of psychology at Iowa State College of Agriculture and Mechanic Arts, the position he now holds. Mr. Gaskill is a contributor of numerous articles on psychology to various periodicals.

WILLIAM D. HOULETTE was born on February 13, 1899, in St. Charles, Iowa. He is a graduate of the State University of Iowa, taking his A.B. degree in 1928 and his A.M. in 1931. He received his Ph.D. degree from this university in 1933, working in the social sciences and American history. During the past year Mr. Houlette has been engaged in adult educational work in the Des Moines public schools, and is now supervisor of adult education for Iowa. Mr. Houlette is the author of several articles on historical subjects, among which is "William Byrd I and some of his American descendants" in *Tyler's quarterly historical and genealogical magazine*.

GEORGE S. McCUE, a graduate of the University of Colorado in 1931, was born in New York City on August 20, 1905. He has spent the past two years in the Graduate School of Harvard University, last year completing a doctoral dissertation on "The English coffee-house: Its history and influence in English literature."

GÉZA SCHÜTZ: for biographical information see the *Library quarterly*, II (1932), 422.

HERWARD P. SPRATT: for biographical information see the *Library quarterly*, IV (1934), 495.

DOUGLAS WAPLES: for biographical information see the *Library quarterly*, I (1931), 90.

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### THE COVER DESIGN

IT WAS in 1482 that Antoine Caillaut of the province of Touraine began printing in Paris in the Rue St. Jacques at the sign of St. Anthony. In partnership with him was his fellow-provincial, Louis Martineau, who joined him in 1483, if not earlier. The partnership, however, was short-lived; in 1484, Martineau went into business for himself and soon afterward adopted the first printer's mark known to have been used in Paris. Evidently moved by the example of his former partner, Caillaut provided himself with the mark which is reproduced on the cover. It represents Caillaut's patron saint, St. Anthony, standing before the door of his cell in the desert with a book and rosary in one hand and his staff in the other, with his faithful companion, a pig, behind him and before him a rock cut with the printer's initials. At the top of the mark is the name of the saint and that of the printer is on both of the sides.

The loss of his partner did not deter Caillaut from developing his business. His office was well equipped—no other printer in Paris had as many fonts of type as did he—and his output was enormous. From 1482 to 1500 he printed about one hundred and twenty-five editions which have survived and have been identified, many of them of large books, to say nothing of his output during the first five years of the sixteenth century. The quality of his typography, too, and the beauty of his woodcut illustrations, especially those found in his *Books of Hours*, raises Caillaut to high rank among the printers of the fifteenth century. As might be expected of a producer of many books, the subjects of the works which Caillaut printed are manifold. Theology,

both in Latin and in the vernacular, was the subject which formed the greater part of his output, but he also printed books of French poetry, popular literature, editions of the classics, grammars, commentaries, works of humanistic scholarship, of law, science, and a dictionary of French and Latin.

Of the private life of Caillaut little is known. In 1488, he was arrested for beating and grievously wounding Arthus Richard, but of the circumstances of the affair we are in ignorance. Caillaut continued in business and evidently prospered until his death or retirement in 1505.

EDWIN ELLIOTT WILLOUGHBY

COLLEGE OF WILLIAM AND MARY



## REVIEW ARTICLE

### THE BELGIAN CATALOGING RULES<sup>1</sup>

Three young, but capable and industrious, librarians of the National Library of Belgium have undertaken the somewhat thankless task of preparing a comprehensive code of cataloging rules and directions, basing their decisions in part on the Vatican rules of 1931, the Prussian instructions of 1909, and the somewhat meager and unsatisfactory compilation issued by the French Library Association in 1913.

A list of codes consulted appears on pages 17-18. It should have been much amplified. Of American works it cites Dorcas Fellow's *Cataloging rules* of 1926 and the A.L.A. rules of 1908, but makes no mention of Cutter, Linderfelt, Dewey, or Hitchler, not to mention minor guides issued from time to time. It includes the Norwegian code, but omits the equally important rules of Sweden and Denmark. Dutch rules are naturally well represented, four works being mentioned. On the other hand, we miss the Bavarian, the Swiss (both the Zurich and Basel codes), so also the comprehensive publication issued by the Hofbibliothek, Wien, in 1901. That the rules adopted by Russia, Poland, and Czecho-Slovakia are not included is more readily understood. A list of definitions (pp. 19-20) will no doubt be much extended in a subsequent edition. While the present issue is likely intended as a preliminary, a sort of test edition, it is, nevertheless, as a working code, a real step in advance and a notable improvement on other codes so far issued in the French language.

On closer examination one soon notes a tendency to enter under the best-known form of name, a practical, if not exactly a scientific, procedure, and one that savors not a little of American practice and precedent. Of the individual rules the first that calls for comment is the one that concerns joint-authorship, § 8.2-4. How to deal with works by more than one author has puzzled most rule-makers, and it was hardly to be expected that the compilers of the present code should advance the cause of international co-operation by pointing the way to ultimate agreement. Their ruling calls for entry under the first author mentioned, but adds also the name of the second author in the heading, a practice for which there are ample precedents. The decision, however, to treat works by more than two authors the same as anonymous

<sup>1</sup> Julien van Hove, Fernand Remy, Jean F. Vanderheijden, *Règles catalographiques a l'usage des bibliothèques de Belgique. Catalogue alphabétique d'auteurs et d'anonymes*. Bruxelles: Rene Henriquez, 1933. Pp. 220. 30 belgas.

publications may shock some of our most highly respected catalogers on this side.

One would think that it should be easy to attain general agreement on a matter so simple as methods of dealing with two or more authors of the same work. Well, let us see how the chief codes of Western Europe and America have solved the problem. Here are some of the decisions:

1. One author only, the first given in heading, others mentioned in title, contents, or notes, with added entries or references under each. (Austrian, Bavarian, Prussian, Swiss [both Zürich and Basel], Italian, Vatican, Cutter, Dewey, Library of Congress.)

2. Two authors in heading. If more than two the first only followed by *and others* or equivalent designation. (Anglo-American, British Museum, Danish, Mexican.)

3. One author in heading, but work treated like anonymous books if more than three authors. (French.)

4. Same as 3, but entered under title if more than four authors. (Bibliothèque Nationale.)

5. Three authors in heading. (Dutch.)

6. Under first if no more than five authors; otherwise treat as anonymous. (Spanish of 1902.)

7. As many names in heading as space allotted will permit. (Swedish.)

The foregoing tabulation may serve as an illustration of the divergent views and practices which obtain in the various countries in bibliographic matters and which makes it so difficult to achieve any progress in efforts to secure approximate uniformity. The writer believes that the method outlined under (1) is the most practical and economical, answers all purposes, and is fair and satisfactory. In card catalogs utilizing the international size it is the logical choice. So strong, however, is the force of tradition and custom that we are probably destined to wait another fifty or hundred years before the various nations have arrived at agreement on so simple a matter as the present one.

The rule adopted for entry of the Bible and its different parts as given in § 12 will be a disappointment to those who had hoped that the rules recently issued by the Vatican Library would tend to bring about uniformity of entry in libraries of the church and the Catholic countries. Instead of entry under Bible, we find that the compilers of the Belgian-code, influenced probably by the Prussian instructions and local usage, would treat the Bible and the individual books according to the rules for anonymous books. To illustrate: An edition of the Bible whose title reads *La Sainte Bible* is entered under *Sainte*, not *Bible*. The books of the Old and New Testament are entered under their Latin titles as listed in a footnote, e.g., Genesis, Exodus, Reges, Psalmi, Evangelium sec, Matthaeum, Epistola B. Pauli ad Romanos, etc.

Under § 24 we note a rule which the Anglo-American code will do well to embody in its new edition, i.e., in theses before 1800 where no *praeses* is men-

tioned in the title, entry is made under respondent, or respondents if more than one.

In § 28 is noted again the tendency to follow German, Dutch, and Swiss precedents rather than Anglo-American, Italian, Scandinavian, or Vatican. This paragraph prescribes that laws, ordinances, and similar publications are to be entered, not under the country province, city, etc. by which promulgated, but under title. This indicates that the Belgian libraries will have nothing to do with corporate entry, which plays so important a part in the cataloging practice of all countries with the exception of Germany, Austria, Switzerland, and the Netherlands.

Having noted above how *La Sainte Bible* is entered under *Sainte* not *Bible*, one is not surprised in § 29.2 to find *Poème de Beowulf* under *Poème*, not *Beowulf*. Another variation from the majority of other codes is found in § 36, interviews being entered under the one who publishes the interview, usually the interviewer, not the person who does the talking and whose views and opinions form the basis for the interview.

In § 39 is noted what at first blush might be taken as an approach to corporate entry, in that publications in which the name of a society or institution forms the beginning of the title are entered under the society or institution. The same holds for geographic names, e.g., *Stad Brugge. Verslag over het bestuur . . .* is entered under *Brugge*, with reference from *Verslag*, not under *Stad*. Let us hope that this decision is the entering wedge which may lead to further concessions along the same lines. Librettos are entered under the composer, a decision which may influence the American and British committees when they decide on changes in the new edition of the 1908 code.

It will be remembered that in 1907 the Americans and British failed of agreement on six points. On three of these—princes of the blood, noblemen, married women—the Belgians have adopted the American viewpoint. As to the other three—authors who have changed their names, periodicals which have changed titles, anonymous works with different spellings in successive editions—no clear indication is found as regards preference. Some legislation seems desirable here, particularly as to authors who have changed their names and periodicals with changed titles.

Like the Vatican code, the present volume is far superior to similar American publications with respect to typography and paper. Let the American committee see to it that the new edition on which they are at work is equally well printed. It makes consultation easier and more pleasant.

J. C. M. HANSON

SISTER BAY, WISCONSIN

## REVIEWS

*Libraries in Canada. A study of library conditions and needs.* By the COMMISSION OF ENQUIRY, JOHN RIDINGTON, Chairman, *et al.* Toronto: Ryerson Press; Chicago: American Library Association, 1933. Pp. 153.

The library problems of Canada arrange themselves into five different groups administered through nine provincial governments. Here is the fundamental fact from which to approach the subject matter of this report. The three provinces of the Maritimes, Quebec, Ontario, three on the Prairies, British Columbia—all offer social, racial, geographical, religious, and language elements which must be taken into consideration.

The Commission points out that "the Dominion, as such, cannot be invoked or appealed to, even as a co-ordinating factor, in library planning in Canada." The procedure therefore is to consider the situation in each province in a separate chapter. Here the facts are assembled; the present library situation described and analyzed; comments, suggestions, and recommendations offered. In short, there is here provided for each province a complete library survey for the use and guidance of those who would improve the library situation therein.

The report opens with a brief statement of the scope and work of the Commission, and certain general observations on library needs. Then follow the provincial chapters with striking subheads to finger-post the way; for instance, "Quebec: A language and a library problem"; "Ontario: Leadership and opportunity"; "Alberta: A land of hopeful activity"; "British Columbia: Definite library plans."

Government libraries are considered and studied, and there is here a plea for a National Library of Canada, and an exposition of the need for a national library policy. The observations on the official provincial libraries are grouped in one chapter, but even here it is remarked that "they represent ideas and realizations so different as to make comparisons difficult."

Similar wide differences appear in the discussion of university libraries. The treatment is brief, but the chief energies of the Commission were of course directed toward the general public-library situation, and a separate careful study might well be made of the libraries of colleges and professional schools of the Dominion.

A basic recommendation is concerned with the revision of legislation. The Ontario Libraries Act is noted as the most complete, and as almost a model law

with some minor additions and revisions. Emphasis is placed upon the need for a definite statement of public purpose, a central supervising and energizing agency with direct responsibility to a minister of the Crown, representative and responsible management with trained and experienced personnel, and a sure and adequate income.

In its introductory chapter the Commission states three general principles which are recommended as applicable to all Canada. They are the creation of larger administrative units for library service, extension of service "as nearly universal as the postal system," and competent professional supervision. In its final chapter of "Comments and observations," the Commission organizes and summarizes in a single cumulation these basic principles and those developed in its chapter on legislation. From the fulness of its knowledge and experience the Commission rounds out its report with observations on the whole field of needed elements in the growth of the public library in Canada. An adequate index is provided.

The whole report is, above all, decidedly readable. It is a text report. There are no statistical tables, and the devices of tabulation and enumeration are rarely used. Such statistical facts as are needed are woven into the text. Here we have, in an easily flowing style, the human story—or the series of stories—of the achievements, the progress, the aspirations for tomorrow, of those who want books perhaps even more than of those who work for public-library service in Canada. Here is information for the administrator and the legislator, and also here is an entry for the library-school's list of inspirational reading for the student.

C. B. LESTER

WISCONSIN FREE LIBRARY COMMISSION  
MADISON, WISCONSIN

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*The Libraries of Bermuda, the Bahamas, the British West Indies, British Guiana, British Honduras, Puerto Rico, and the American Virgin Islands: a report to the Carnegie Corporation of New York.*  
By ERNEST A. SAVAGE. London: Library Association, 1934. Pp. xi+103.

The descriptive title of this report indicates the ground covered by Mr. Savage, including not only the British islands but also the nearby colonies on the mainland, and in addition Puerto Rico and the American Virgin Islands.

The main part of the report (pp. 1-76) gives a description of the present library services. Mr. Savage's terse, meaty style provides a remarkably complete and clear outline of the situation. Most of the existing libraries are limited to subscribing members. The three or four which offer free service list, of course, the largest groups of readers. Financial support is sadly inadequate to meet the hopes and aspirations of the local adherents of these institutions, but

these little groups of faithful and determined workers for libraries form an asset of evident value for the future.

The school library service is almost non-existent, and is reported as "almost negligible," "quite unimportant," with book stocks "not worth noting," or "deplorably inadequate." Work for children generally is for the future. "At the end of my investigation, it is a melancholy reflection that this tiny room in the first library that I visited, [Hamilton] was the best and almost the only children's room that I saw during my tour." Obviously, this whole field of fundamental service in the modern public library presents one of the main problems, and this need strongly tinges the general conclusions and recommendations of the report.

Mr. Savage closes each section of the descriptive part of the report with a succinct appraisal of the "Needs of the service." College libraries, law libraries, and any other book collections available to the public are considered. The special research library of the Imperial College of Tropical Agriculture, Trinidad, and the Catholic Parochial Library, Antigua, may be noted.

In an admirably digested statement of some twenty pages of "General considerations and proposals" Mr. Savage presents his recommendations on the region as a whole.

First comes alteration of legislation to make libraries really public services. "Subscriptions, in short, exclude people and bring in little financial support." Mr. Savage's arguments for public-library service, "as the term is understood in Great Britain and the United States," are unanswerable.

Greater financial support is, of course, necessary, although "economic conditions are disheartening." Mr. Savage wisely comments that "greater public favour is necessary before taxpayers will grant stronger support." Early reorganization to make better use of the income at present available would contribute to this end.

A primary need is competent supervision and vision, and training for librarianship. The Virgin Islands (United States) plan of experienced supervision, while local people may be trained in one of the United States southern library schools, is recognized as a practical and effective procedure.

Mr. Savage makes the interesting suggestion that library training should be made a part of the Central Training Institute for Teachers proposed in a recent report on education in the islands. He sees economy in management, and particularly an alliance between education and library services necessary if such benefits are to be spread into rural districts. His brief development of this thesis is very effective for co-operative effort for school and after-school education.

From the viewpoint of administration the primary need is a central library system based on a modification of the English county library service. The familiar arguments for a county or regional system, and a discussion of the functions of a central library and local libraries, are briefly but effectively set

forth. Joint action through co-operation of nine governmental areas which comprise these colonies may not be easily or quickly achieved. Mr. Savage recommends a beginning in one governmental area, Trinidad and Tobago, from which extension to the Lesser Antilles to the north and to British Guiana to the south might be more easily brought about.

There are not only administrative, but also racial and educational, difficulties to be solved. A two-page appendix on "Preservation of books in the tropics" reminds us of one special problem.

Mr. Savage has done an excellent piece of work. Information is admirably organized, and recommendations are clearly stated and supported. His report is a challenge to the educational forces of the islands.

C. B. LESTER

WISCONSIN FREE LIBRARY COMMISSION  
MADISON, WISCONSIN

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*The Organization of knowledge in libraries and the subject-approach to books.* By HENRY EVELYN BLISS. New York: H. W. Wilson Co., 1933. Pp. xvi+335. \$4.00.

The learning and scholarship that have gone into the writing of Mr. Henry E. Bliss's *The Organization of knowledge in libraries and the subject-approach to books*, and its predecessor *The Organization of knowledge and the system of the sciences*, are truly impressive. The two books supplement each other and can hardly be considered separately.

A field of investigation is here presented which, if one seriously entered by teachers of library science and thus opened to prospective librarians, would go far toward lifting librarianship to a plane of scholarship easily ranking with other disciplines which glory in the possession of subject matter which they can call their own.

I refer not to the philosophical theories propounded as the basis for the construction of a logical system of classification, nor to the proposed system itself—good though it may be—but rather to the significance of the unusual grasp and ability shown by the author in analyzing the subject matters which constitute the great fields of knowledge. The terminology of the separate fields and subfields, together with the systematization of subject matter throughout, based upon important relationship between subjects, is handled effectively.

This orderly grasp of the subject matters of fields of knowledge impresses one greatly. It has long been a practical theory of the present reviewer that, if librarians are expecting to do serious and expert work in making available the subject matter of books through the agencies of classification, subject-cataloging, and reference work, one of their most essential qualifications is a thorough discipline in acquiring a knowledge of subject fields and the relationships therein. Just as the encyclopedists of old were masters of grasping the



patterns of great sections of fields of knowledge, so the modern librarian must be likewise equipped if he would know what the inquirer is talking about and where the inquiry fits into the whole picture. To analyze subject fields and to represent them graphically, as Mr. Bliss has done, constitutes excellent training of the highest order. That the specialized equipment needed by librarians to do this differs somewhat from that of true specialists in definite fields is acknowledged but cannot be dealt with at this time.

The author sees the orderly arrangement of books upon the shelves of libraries as contributing to the production of a greater harmony and unity in social organization. Just as a well-ordered society depends upon reasonable and well-ordered purposes (often the product derived from hard-earned knowledge), so the transmission of this knowledge through the increased availability of the subject matter in books becomes of great importance. Thus, the nearer the actual arrangement of books conforms to the accepted theories and practices of social organization, the more effective the distribution of their contents. By extending such a service, librarianship definitely becomes educational in its motives and strengthens its position as an educational force.

The author points out that immense systems of facts and relations have already become organized. He quotes Lester F. Ward to the effect that there is an "order of nature [which is the natural arrangement of the sciences], and if all authors do not agree it is because they have not yet discovered the true order." This order, relatively permanent in its structure, may be, for future requirements, plastic and developmental. The conclusion to this, then, would be that, for any one period of time, there is one order, and only one, which is the order of nature; and that, at the same time, this would conform to what the author calls the "educational and scientific consensus." This order, structurally adjusted according to certain practical requirements, becomes a tool for the classification of books.

But many questions arise in the mind of the present reviewer as to how and by whom this order of nature is to be discovered. Is it humanly possible (and what other agency have we but the human) to build one order of nature against which all other orders can be measured as correct, "nearly correct," or wholly incorrect? Set two, three, or more well-equipped persons at the task of discovering or building this order, and no two would agree. Partial agreement there undoubtedly might be in the major divisions of subject matter and also in many subdivisions and relations, even though the serial order of subject fields, which the author seems to consider of superimportance, would not necessarily coincide. But even though a classification system could be devised which is so excellent that some of the readers who consult the shelves would be led by it from one subject to the next which to them seems most closely related, still, it is probably true that the importance of one system of detailed relationships is fairly small in comparison with the multitudinous relationships operating in the minds of all readers.

Let us grant, nevertheless, that an excellent and up-to-date system can be

devised, far superior to existing systems, modern in concept, with due recognition of historical connections, and expressing reasonable and, in so far as possible, generally accepted relationships. Granted that all this were possible, the present reviewer would stress, much more than Mr. Bliss does, the many different factors, both inherent and imposed, which affect the application of any classification whatever to books; such as: the changing order of knowledge which makes impossible the continued perfection of any static system; the inadequacy of any single linear representation of subject matter for representing the variety of its relationships; the tendency of students and scholars to organize a field about their own special interests; the varied content make-up of books, which, as written and printed, does not necessarily conform to prescribed systems, and which often interferes with the application of classification; the great proportion of analytical entries in some classes which cannot be grouped under a class number; the human fallibility, due often to insufficient knowledge, which leads to inconsistencies and inaccuracies in classifying books. These and many other factors tend to scatter material on similar subjects and make the final use of classified books on the shelves of far less use than is commonly supposed.

It is disappointing that Mr. Bliss's proposed scheme does not appear in these books. The two or three pages devoted to it are insufficient to enable us to judge its merits. The author's scheme of main classes is shown in correlation with and, in a sense, as a combination of the order of nature, the developmental order of knowledge, the pedagogic order, and the logical order. It would seem that he considers the serial order of the basic major divisions to be of greater importance than infinite detail in subdivision. He would adjust the classification of books to the special purposes and interests of a library, as well as to its size, thus advocating, if I read him rightly, a wise simplification of the whole matter.

Outstanding excellencies in the serial order of the main subjects are the following: physical and chemical technology, and industry are grouped with physical and chemical theory; anthropology, the study of man, follows general biology, botany, and zoölogy; psychology is taken from philosophy and placed between the study of man and education; under history of countries is grouped their national, political, and social history; the linguistics and literatures of countries are grouped together.

Librarians should not shrink from the idea of the need for a new and improved system of classification. They should welcome the opportunity of considering carefully any modern scheme drawn up by a scholar equipped and able to see the field of knowledge as a complex but interrelated whole, and who, moreover, through experience in practical library matters, has been able to learn from, and at the same time to avoid, the patent faults of his predecessors.

These books of Mr. Bliss have made their appearance at a period when the time, the thought, and the energies of librarians the country over are being

spent on matters of library maintenance and extension, on administrative methods, on attempting to define and plan the position of the public library in the social order—activities valuable enough in themselves, but which do not even touch the crucial matter of making the subject matter of books available. Librarians have gone so far as to say that any planning program for the future should definitely exclude all reference and attention to technical library processes which have to do with the internal organization of book collections.

To the present reviewer this has seemed a dangerously short-sighted policy. The "daily deepening drift" of books will soon obliterate and efface all recollection and records of older ones unless they are recorded expertly. Even the specialists themselves forget what has been written in their fields. As I conceive it, one of the supreme tasks of the library is now, and always has been, to get the information and ideas that are in books and printed material over to the people that can understand and use this information. Book collections of public libraries can be thought of as partial or, in some cases, almost complete representations in print of the world's knowledge. But this knowledge when stored in unused books is dead. Ideas and information in books brought into contact with living minds become alive and tend to create new ideas. The function of the library is to make possible this vital contact.

Thus, I am inclined to agree with the present author that improved organization of the subject matter of books is a matter which, in a very serious sense, should be at least coequal in importance with any other phase of library development and extension. If we are to serve the serious student, the specialist, and the intelligent layman, then our personal equipment and all library records should be adapted for these varying purposes. This is no easy acquirement to be had for the wishing, but requires planning, hard work, and achievement. True library service consists in being able, through adequate qualifications and through improved library techniques, to avail against the total loss of much that would otherwise be hidden in books, and to go as far as is practically possible in projecting this valuable subject material toward those needing it—in a word, to bring the two as closely together as is possible.

Hand in hand with our efforts to stabilize the position of the library and to extend its service to greater numbers of people, should go an earnest endeavor to improve the service rendered. By avoiding the mistakes of the past, by building in the present with our faces toward the future, we may lighten the difficulties of those who later will seek to delve into the thought of their predecessors.

In the present books, the classification of books has been handled in a constructive manner. Librarians would do well to weigh the significance of the problem here presented in comparison with other matters which are engaging their attention.

GRACE O. KELLEY

THE QUEENS BOROUGH PUBLIC LIBRARY

*Public documents: state, municipal, federal, foreign. Policies and problems concerning issuance, distribution, and use. Papers presented at the 1933 Conference of the American Library Association.* Edited by A. F. KUHLMAN. Chicago: American Library Association, 1934. Pp. 233. \$1.75.

This book is unique in two respects. It is the first attempt to integrate the public document situation, and as such it opens up the field of document problems which confront us. It should therefore prove especially useful in library schools, which are teaching courses in public documents. The practical suggestions included make its value to document librarians unquestioned. A glance at the table of contents reveals the fact that the persons included are, without exception, fully competent to discuss the subjects they treat.

The lithographed form in which these proceedings appear is interesting in that it is an example of a cheap means of making available conference papers on a given subject, which hitherto have often not been gathered together because of the cost of printing. Mr. Kuhlman is to be congratulated for having made available in this form the discussions of the Public Documents Committee of the American Library Association.

The editor's foreword contains a brief history of the development of the growing consciousness of the importance of public documents, and outlines the problems confronting librarians and research workers in their efforts to build up adequate collections. The papers which constitute the body of the book discuss these problems under five heads: "The State document center plan," "American state documents," "American municipal documents," "United States documents," and "Some unsolved bibliographical problems."

1. *The state document center plan.*—The "Progress report" by Mr. Kuhlman traces the development of the plan from its inception by the Social Science Research Council through the accomplishments of the year. Outstanding among the latter is the fact that "chairmen have been found, appointed and have accepted responsibility for developing state programs for the preservation of social science source materials in 45 states." The reports of the chairmen of the state committees—California, Florida, Iowa, North Carolina, and Virginia—which follow, all reveal an active interest in ascertaining the documentary resources of their respective states, in recognizing the problems they must meet in building adequate collections, and in formulating plans for meeting them.

2. *American state documents.*—Three important aspects of state documents are treated here: (1) Mr. Toll's analysis of the differences in the legislative documents printed by the respective states and the cost to the states of printing them is timely and illuminating. It indicates clearly the need for a "survey of the entire field of reporting and printing in the forty-eight states." (2) The limitations of the present bibliographical tools in the field of state

documents, the need for a combination check-list bibliography, and a plan of procedure is competently handled by Mr. Kuhlman. (3) Mr. Brigham has concisely outlined the work of the public documents clearing house and its plans for the future.

3. *American municipal documents.*—Of special interest is the paper containing the observations of the reference section of the New York Public Library showing publication trends in American municipal documents: the discontinuance of the printing of collected editions of annual reports in many cities, the difficulties in securing city-manager reports, and a brief analysis of some of the municipal journals. Miss Rankin's paper on "Bibliographical needs in the field of municipal documents" strikes at the root of the difficulty in making any complete bibliography of municipal documents: the fact that in no city can be found a complete file of even its own documents.

4. *United States documents.*—The paper by Alton P. Tisdell, Federal Superintendent of Documents, on "Recent trends in the publication and distribution of United States documents" is of vital interest to all document librarians. Mr. Tisdell's article discusses, among other things, the titles discontinued, the depository system, the need for numbering publications of departments in series, and the new publications issued by the various bureaus of which a supplemental *Classified list* is being prepared. The supplement to Mr. Tisdell's paper gives in tabular form the present policy of distribution of its publications to depository and non-depository libraries, which is being followed by each of the divisions of the government. This is invaluable to the librarian of a non-depository library who is anxious to keep up to date her files of the publications of certain divisions of the United States government.

Mr. Jerome Wilcox's article on near-print Federal documents discussed from the standpoint of origin and development, methods of distribution, format and lack of standardization, and methods of handling, with its accompanying bibliography, should also prove of great value to the librarian and to others interested in keeping informed about current trends as revealed in this vast amount of important source material which is never printed.

5. *Some unsolved bibliographical problems.*—This section might well bear the caption "Foreign documents," since it deals with them exclusively. Of particular value is the information given by Mr. Childs on the organization and development of the governmental departments of France. Mr. Van Paten's article on Mexican documents is significant in that it opens up a new field where little has been done.

It is hoped that the papers briefly commented upon will indicate the scope and importance of this work in the field of public documents. The book is equipped with an ample index, which enhances its value.

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*A Study of rural school library practices and services.* By EDITH A. LATHROP. Washington, D.C.: Office of Education of the U.S. Department of the Interior with the co-operation of the Carnegie Corporation and the American Library Association, 1934. Pp. 105.

The material presented in this study has the merit of being the result of actual observation, and the fact that the recording of what is seen and heard has its obvious limitations as a method of evaluation does not keep the data here presented from being a useful addition to our knowledge of rural-school library conditions.

The collection and publication of the data are the result of a co-operative venture on the part of the United States Office of Education, the Carnegie Corporation of New York, and the American Library Association. Edith A. Lathrop, of the Office of Education, collected the information and did the writing; the Carnegie Corporation provided the funds; and the American Library Association gave advisory service and published the resulting manuscript. The investigator spent nine months in travel in collecting the material, and that the "samplings" recorded are representative, geographically, seems evident from the statistical summary of visits: 42 states, 55 county libraries in 24 states, 364 rural schools of all types in 28 states, 23 city schools for comparison. That they may not be typical of conditions generally is suggested by the statement that in time spent the preference was given to states "in which concentration on school library activities has been marked," and that in selecting schools to be visited "an effort was made to see a cross section of all types of library service, particularly schools where the best library practices prevailed." First-hand observation was supplemented by data secured on questionnaire forms at the time of visits, interviews with educators, librarians, and others, and examination of pertinent printed and mimeographed material.

The purposes of the study are stated as being fourfold: to note the degree to which the library is an integrated part of the school; to study the library services extended to rural schools by state departments of education, library extension agencies, reading-circle boards, and institutions of higher learning; to investigate the relationships between public libraries and schools; to suggest problems for further investigation.

There is a chapter on "The Library and the course of study," with a description of promising library practices in the schools observed. In reply to the question on the use of library materials in connection with teaching, the answers ran the gamut from "none," "some," "much," to "a good deal," depending upon the availability of materials and the familiarity of the teacher with modern methods of teaching. The conclusion reached, however, is that, "except in isolated cases, the greatest use of such materials was found in schools carrying on activity programs under state and local supervision," and that "there were more evidences in the schools of recreational reading than of the use of books with the courses of study."

In the survey of the services of state agencies of rural-school libraries attention is rightly focused on the activities of the school library supervisors in the ten states having them. It is not without significance that the data collected on schools visited show that the ratings in many points are higher, especially for the smaller schools, in those states that have had state supervision and direction of their school libraries over a period of years. Advocates of county libraries as the solution of adequate rural-school library service will find in the facts presented more substantial evidence than mere wishful thinking on which to base their belief. Library service to schools in counties with and without county libraries is compared to the advantage of those having county libraries in respect to condition of book collections, organization, stimulation of reading, etc. Most of the "promising library practices" described are in those schools which have service from county libraries. Special features of the school service of the county libraries in California and New Jersey are discussed, as are the services to Negro schools in the Rosenwald county library demonstrations. Other types of services to rural schools described are those from town and township libraries, municipal libraries, and county school circulating libraries administered by school authorities.

It is in the section on "The Rural school library" that we get a cross-section view of library conditions in the 364 rural schools visited. Information is given on the size and character of the book collections, organization, personnel, and equipment. Some of the facts brought out are: the presence of many books unsuited to pupil use, unused government documents cluttering up shelves, an oversupply of the ubiquitous subscription sets (88 titles in 275 of the 364 schools, only 11 titles of which were in the *Subscription books bulletin*), lack of dictionaries, ragged and dirty books in many schools, absence of any magazines in many schools, inadequacy of equipment and library space, lack of librarians, insufficiency of trained service (only about one-third of those in charge of library collections had taken courses in library technique), and need for more books (70 per cent of all needs in the smaller elementary schools and 40 per cent in the larger elementary and high schools were for more books). On the other hand, to show the more encouraging aspects of the picture there may be instanced the absence of unusable books in libraries that had been organized by state or county library officials or which were in charge of trained librarians, the growing practice of having library corners in the classrooms of elementary schools, the tendency in the new school buildings to provide more adequately for the library, and the salutary effect of regional and state standards, unsatisfactory as they may be at present, on the improvement of high-school libraries.

The survey concludes with a list of pertinent problems for further study, among which are the all-important subjects of finance and administration. There is a selected bibliography of six pages, which includes references to books and pamphlets dealing with school libraries and articles in magazines and special reports. The references are not restricted to the rural field.



The author has presented a worth-while body of material illuminating library conditions in a field that needs exploring and portraying. One could wish that there might have been a little more light and shade in the presentation of the picture and that broader strokes might have been used sometimes in the portrayal, as more evaluation is desirable in places and important values do not always stand out with sufficient clearness from the mass of detail.

TOMMIE DORA BARKER

REGIONAL FIELD AGENT FOR THE SOUTH  
AMERICAN LIBRARY ASSOCIATION  
ATLANTA, GEORGIA

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*Public administration libraries: a manual of practice.* Prepared by SPECIAL LIBRARIES ASSOCIATION, COMMITTEE OF THE CIVIC-SOCIAL GROUP, LUCILE L. KECK, chairman and editor. ("Public administration service publication," No. 40.) Chicago: Public Administration Service, 1934. Pp. 67. \$1.00.

This *Manual of practice* had an interesting origin. The American Municipal Association attempted to establish a uniform system of classification for the libraries of various state leagues of municipalities. The task was assigned to the appropriate committee of the Special Libraries Association in 1932, but as indicated in the Foreword:

The librarians, recognizing the different circumstances under which the several leagues operate—in some cases without a trained librarian on the staff—were unwilling to recommend a uniform system. Indeed, to ask the librarians to sponsor instructions for a layman was like asking the academy of medicine to edit a book, "Every Man His Own Doctor."

Fortunately, the Committee responsible for the *Manual* conceived its assignment in a broad way and devoted its first chapter to a description of six different types of libraries in the field of public administration: municipal reference libraries, bureaus of municipal research, state leagues of municipalities, university bureaus of government, national organizations in the field of public administration, and joint libraries such as the National Health Library. It will be noted that the subject of legislative reference libraries is not touched upon, since the American Legislator's Association has a treatise on these libraries in process.

This discussion is followed by instructions for the building of special collections in the field of public administration. Under the heading of "Acquisition of material," there appears a competent blending of the technical aspects of acquisition work, with an outline of sources from which materials can be obtained plus an authoritative list of books that should constitute the basis of collections on public administration.

This chapter is followed by a practical adaptation of principles of classification and cataloging of materials to two types of persons in charge of collec-

tions in public administration—those trained in library economy and untrained workers. The principles that should be observed in cataloging and classification of collections in public administration receive further illumination in a chapter entitled "Standards of service." This is really a job analysis showing how the librarian in charge of collections in public administration puts such collections to work. Then follows a brief statement on budgeting and personnel, applicable to special libraries frequently connected with bureaus devoted to research or the improvement of administration methods.

The "Physical care of the collection" is competently treated in a description and evaluation of materials and equipment, with special emphasis on methods for dealing with fugitive material. This portion of the *Manual* is supplied with a directory of agencies that manufacture library supplies and equipment.

The final chapter is devoted to "Special collections as aids to research" and includes a list of agencies having specialized collections in public administration available on an interlibrary loan basis, or that publish and distribute material or supply information upon request. The *Manual* closes with a directory of libraries in the field of public administration.

Mrs. Keck and her committee which prepared this *Manual* have made a contribution to library economy, particularly as applied to special libraries. But this book will be equally useful to large university and public libraries that are interested in building and operating efficient collections on public administration. Here is the Baedeker for persons in charge of such collections. The *Manual* should also prove useful in library schools, particularly in courses dealing with special libraries, and the building and operating of research collections. Another probable service is suggested by Mr. Charles Ascher in the Foreword: "Perhaps the librarian-authors really have the last word: reading the *Manual* may persuade the organization executive that he should have a full-time, trained librarian if his collection is to be a really useful tool for research."

A. F. KUHLMAN

UNIVERSITY OF CHICAGO

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*Handbook of adult education in the United States, 1934.* Compiled under the auspices of the AMERICAN ASSOCIATION FOR ADULT EDUCATION. New York: American Association for Adult Education, 1934. Pp. 384. \$2.00.

The American Association for Adult Education was organized in 1926 and held its ninth annual meeting in Washington, D.C., May 21-24, 1934. Within the first two years of its existence it established contacts with more than four hundred organizations in the United States engaged in some form of education for adults. More recently this number has been appreciably increased, and in many cities so many different agencies are engaged in promoting study at the adult level that central councils or committees have been formed in order that

the activities of the various bodies may be effectively co-ordinated. State associations also have been formed for the same purpose.

In the Preface to the *Handbook*, written by Morse A. Cartwright, director of the Association, the purpose of the Association in issuing the *Handbook* is stated as follows:

Since the completion of the first studies of adult education in the United States initiated by the Carnegie Corporation in 1924, the need for a carefully prepared and adequate handbook of adult education has become increasingly apparent. Such a handbook it was felt should include both a directory of national organizations engaged in adult education and a listing of local adult education efforts of national importance. This book is an attempt to meet that need. It represents the first attempt in the United States to correlate in convenient reference form data relating to the many activities that have come to term themselves adult education enterprises during the last decade.

In this respect its purpose is not unlike that of the World Association for Adult Education, which issued the *International handbook for adult education* in 1929, through which it summarized data concerning adult education throughout the world.

In determining the basis for including or excluding agencies engaged in adult education in the pages of the *Handbook*, the Association has undertaken "to single out those enterprises free from the element of profit, of propaganda, or of other ulterior motives." However, "inclusion has been made of certain extension programs conducted for the purpose of making a profit for the parent institutions. Justification for this action lies in the fact that the profits derived, in every case included, have reverted to educational, as distinguished from commercial, uses." It is the desire of the Association to revise the present *Handbook* at once and to provide for its revision thereafter every two years.

The scope of the *Handbook* is very inclusive and is indicated by the following Table of Contents. (The articles appearing without names accompanying them have been prepared by Miss Dorothy Rowden, who has acted as editor of the publication.)

- "Agriculture extension," Benson Y. Landis
- "Alumni education"
- "American Association for Adult Education," Ralph A. Beals
- "The Arts in adult education," Erwin O. Christensen
- "Community and state organizations of adult education agencies"
- "Private correspondence schools," J. S. Noffsinger
- "Courses in adult education"
- "Adult education and the foreign born," Read Lewis
- "Open forums"
- "Libraries and adult education," Carl H. Milam
- "Lyceums and Chautauquas"
- "Men's and women's clubs"
- "Museums and adult education," Laurence Vail Coleman
- "Music in adult education," Augustus D. Zanzig
- "Adult education for negroes"
- "Parent education," Ralph P. Bridgman
- "Political education," Charles Ascher

- "The Education of adult prisoners, Austin H. McCormick
- "Adult education under public school auspices," L. R. Alderman
- "Puppets in adult education," Catherine F. Reighard
- "The Radio in adult education," Levering Tyson
- "The Place of recreation in adult education," Weaver Pangborn
- "Programs of social education conducted by religious groups"
- "Adult education in settlements," Lillie M. Peck
- "Special schools and institutes for adults"
- "The Little theater"
- "Training by corporations"
- "Training leaders for adult groups"
- "Educational opportunities for the unemployed," Mary Frank
- "University extension," W. S. Bittner
- "Visual education"
- "Vocational education for adults," Franklin J. Keller
- "Vocational guidance of adults," Robert Hoppock
- "Vocational rehabilitation of physically handicapped adults," Edgar B. Porter
- "Workers' education," Spencer Miller, Jr.
- "Schools for women workers in industry," Hilda W. Smith
- "National organizations with adult education programs."

A consistent method of treatment in describing the work in each field has been followed. The first article, "Agricultural extension," by Benson Y. Landis, may serve as an illustration for all the others. In this article, three pages are devoted to a general description of the national agricultural extension system. The number of workers engaged, probably the largest single group in the United States, is indicated; the amount of money available—\$25,000,000—is given; the number of adults involved is shown; and the assistance rendered by other organizations, such as, in this instance, county libraries, adult education departments of high schools, granges, rural churches, etc., engaged in similar adult activities, are mentioned. This general description is followed, in turn, by (1) an alphabetical list, arranged by states, of agencies involved, (2) names of their directors, (3) outlines of their programs, (4) a list of national organizations engaged in similar activities, and (5) a brief reading-list containing important articles and books covering the field.

The final section lists approximately one hundred and fifty national organizations which, in carrying out their general activities, devote part of their interest to adult education. Statistical data recorded in the volume are largely for the years 1931-32. Quick reference to all of the materials is made possible by an adequate index.

The significance of the publication to workers in the adult education field is very obvious. As indicated in the statement of the purpose of the volume, a comprehensive reference handbook has been provided which will enable all workers in the field to visualize their own activities in relation to those of other agencies. In this respect it is an indispensable tool. It is also illuminating in that it vividly reveals the extent and development of the adult education movement since 1926, and particularly as it has been affected by unemployment and shorter working hours.

For librarians the publication has a twofold importance. It not only serves

as a comprehensive directory and reference guide, but it throws into sharp relief the pattern of adult groups in community life and enables the librarian to direct the library's extramural program with a new precision. Activities of an educational nature in which adult groups engage are outlined on a comprehensive scale; and methods of co-operation among organizations, as well as methods of procedure in specific fields, are shown. The total effect of the publication is to make clear to the librarian his opportunity not only to serve individuals, with whom he has been principally concerned in the past, but particularly to serve groups individually and collectively as such, and to provide for them both places of meeting and leadership in organization. Throughout the entire volume it appears that many of the most effective means of promoting adult education are informal and that they are frequently employed by lay leaders whose knowledge of methods of formal instruction is quite limited. The opportunity of the library, therefore, for providing formal and informal service is very unusual. If the library is to make the most of the situation revealed by the *Handbook*, it would seem that it not only should undertake to serve through its ordinary departments and staff members but should provide active leadership as a co-ordinating and directing agency for the community as a whole.

LOUIS R. WILSON

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*Classified list of periodicals for the college library.* By GUY R. LYLE.  
("Useful reference series," No. 51.) Boston: F. W. Faxon Co., 1934.  
Pp. xvii + 102. \$1.75.

Our book-selection techniques now provide for at least five separate methods of compiling lists: (1) *The Subjective list* is the result of one qualified individual's selection. Most of the lists prepared to stimulate reader-interest illustrate this method. While the approach is usually criticized for its lack of objectivity, certain subjective selections frequently create lists with considerable character. (2) *The Advisory list* is the product of one individual's efforts reinforced by the suggestions and advice of other competent individuals. (3) *The Pooled judgment list* is a quantitative statement of the opinions of many authorities, titles being ranked according to votes registered. This is generally considered the most objective list. The objections to the *Pooled judgment* method of selection, however, can be worded almost in the same terms the *Gestalt* school uses to criticize behaviorism. Unless some individual acts as an integrating agent from the standpoint of the collection as a whole, a highly unbalanced selection is likely to result from the violent disagreement among experts. (4) *The Library holdings list* is based on the actual holdings of any group of libraries with related interests. While such a list is not likely to be ideal, it has the advantage of representing actual library expenditures. (5) *The Reference frequency list*, developed by Professors P. L. K. and E. M. Gross,

of Pomona College, for chemistry periodicals in 1927, is selected statistically by the frequency of references to individual titles in the literature of a field. This method should be especially useful in developing a research collection.

The present list has benefited from the author's study and use of all five methods. Seven years ago, as a New York Public Library staff member, Guy Lyle began a thorough, first-hand examination of each of the periodicals themselves. Later, when he went to Antioch College to assume the librarianship there, he consulted his faculty colleagues by questionnaire and by interview in order to secure the advice and pooled judgments of subject experts. At the same time, he began to keep an accurate record of periodical use in the college library. A Carnegie grant enabled Mr. Lyle to concentrate on the development of the college's periodical collection and to purchase only such titles as his study justified. Under the direction of Professor Lucy Fay, of the Columbia School of Library Service, he developed his study into a Master's thesis, enlisting the Gross method to select certain sections, notably civil engineering. Subsequently, the list was published serially in the *Wilson bulletin*, and issued with revisions in its present lithoprinted form. The history of Mr. Lyle's study, therefore, reveals careful workmanship over a period of many years supplemented by an intelligent command of the standard book selection techniques.

A total of 351 English and 25 foreign periodicals classified under 27 headings closely resembling curriculum departments comprise the list. For each title, all needed bibliographic information is given, including year of establishment, frequency, publication place, and subscription price verified by Faxon. The descriptive annotations should be helpful, for they attempt to evaluate each title in terms of specific courses of instruction. Following the 24 department lists is a list of periodical indexes, and two popular lists—one general and one in science. The five appendixes show the ranking of chemistry, civil and electrical engineering, geology, and mathematics journals as determined by the Gross statistical method. An excellent title-index completes the requirements for a highly usable selection tool which is certain to be as fundamental in the literature of college librarianship as Walter's little book has been among public-library publications.

LOUIS SHORES

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*Chicago and Cook County: a union list of their official publications including the semi-official institutions.* Chicago: Document Section of the University of Chicago Libraries, 1934. Pp. 230. \$1.50.

According to the Foreword, this list "represents the first completed portion of a project undertaken under the Civil Works Administration . . . as a part of 'a survey and listing of the publications of public and private agencies in Chicago which issue reports, statistics, studies, surveys, etc., on subjects of

public interest.' " Libraries everywhere will be grateful to the Civil Works Administration, the Illinois Emergency Relief Commission, and the Chicago libraries, which made the list possible, as well as to Mr. James O. Hodgson and his assistants for their work. Although there is no claim to completeness, "even though all known titles were included," considering the collections cataloged, we can be hopeful that very little has escaped.

In "Part I. Official," we have the publications of Cook County, Chicago, municipalities now a part of Chicago, park districts of Chicago, and the Sanitary District. Under Cook County is included the Forest Preserves District, really a separate unit.

"Part II. Semi-official," includes the Adler Planetarium, Art Institute, Chicago Academy of Sciences, Field Museum, and other bodies of interest and importance. The inclusion of these semi-official institutions adds greatly to the value of the bibliography.

The list shows the holdings of the John Crerar Library, the Municipal Reference Library, the Chicago Public Library (including the collection in the Civics Room), and the University of Chicago libraries. Over 70 per cent of the 230 mimeographed leaves is devoted to publications of the city of Chicago, the park districts, and the Sanitary District.

Mr. Hodgson, in his excellent introduction, describes the government units not actually a part of Cook County or Chicago, though in most part coextensive with them geographically. This information about the Forest Preserves District, park districts, and Sanitary District is helpful. Here, also, matters of arrangement and description are explained. The arrangement is that favorite of American librarians, alphabetical by the name of the issuing body, with the exception of laws and ordinances. There are many cross-references from one body to another, and numerous historical notes of much value. It would be gratifying if more of this information could have been included; but every cataloger knows how impossible it is, at times, to get facts about a governmental office. An occasional omission can be noted. For example, under "Chicago. Board of education, *Report on child-study investigation*," we read: "For later reports, see Board of education, Department of child-study and pedagogic investigation." Under the latter heading there is no reference to the single report listed under "Board of education."

The bibliographical descriptions are sufficiently full, especially with the explanations in the Introduction. Helpful notes are included under many titles. The entry for the issuing body, in capitals, stands out clearly. The typographical makeup is good.

The seven-page "Index of major subjects and aids to the identification of titles" is quite inadequate. The entries under any one subject are not always complete. We find, for example, headings in the index for "Finance committee," and "Finance department," both referring to "Chicago." There is nothing under "Finance," however, referring to "Cook County. Comptroller, *Financial report*," or to "Cook County. Treasurer." Under "Iroquois fire,



committee," the index refers to "Chicago. Committee on Iroquois fire, [*Report to the Mayor*]." No mention is made of the three publications of the Cook County Coroner on this subject. Other similar instances have been noted. Since the index claims to list only "major" subjects, omissions of entire subjects must undoubtedly be charged to differences of opinion as to what constitutes a major subject. Fuller subject treatment would add greatly to the value of the index.

These criticisms seem somewhat captious when considering the real excellence of the work. It is a considerable addition to our material on government documents.

ESTHER ANNE SMITH

UNIVERSITY OF MICHIGAN

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*Guide to the official publications of the New Deal administration (mimeographed and printed).* Compiled by JEROME K. WILCOX. Chicago: American Library Association, 1934. Pp. 113. \$1.00.

This *Guide* constitutes a fairly complete check-list of the mimeographed and printed official publications of all the emergency administrations from March, 1933, to April 15, 1934. The aim has been to include every mimeographed, multigraphed, or printed publication whether of permanent or of ephemeral value in order to indicate what type of material is available. It is as complete a list as repeated and constant correspondence on the part of the compiler and the co-operation of public officials could make it.

The publication is composed of four groups of material. By far the larger portion of the *Guide* is devoted to listing the official publications of the "New Deal Administrations." There is a supplement to this portion of the *Guide* which contains a list of the new publications of all of the agencies which were added the last minute after the main body of the *Guide* had been set up, in order to make it as up to date as possible when released from publication. The second group of items consists of an appendix which contains a partial list of state C.W.A. publications and releases. This is followed by another appendix in which are grouped C.C.C. camp newspapers. The fourth portion of the *Guide* consists of an index with a key to abbreviations and authority for establishment of the emergency administrations. This feature was added in order that a "press" abbreviation can be deciphered without referring to the main bibliography. It also makes possible the finding of the authority for the establishment of each agency quickly, and at the same time refers to the main bibliography and addenda by page in order that a list of its publications may be found if desired. Occasionally the purpose of the administration is briefly stated.

The material is arranged alphabetically by name of the issuing agency. Under the agency items are alphabetized by title of the publication or series, with the exception of publications of N.R.A. district or regional office releases. These are arranged alphabetically by place following all of the publications

and releases that emanate from Washington. C.W.A. releases are arranged alphabetically by state and the C.C.C. camp newspapers by the number of the issuing company.

In this publication Mr. Wilcox has made a helpful and timely contribution to the acquisition and reference work of libraries. It is an excellent supplement to his earlier bibliography on the *N.R.A., the new deal for business and industry*, Chicago: American Library Association, 1933, which included books, pamphlets, and periodical references. The *Guide* is especially useful because 60 per cent of the items listed therein were published in near-print form, and are therefore not adequately listed in the *Monthly catalogue of United States public documents*. It should, therefore, aid librarians who may wish to obtain the desired material before the stock is exhausted.

Historically, the *Guide* will be of importance from at least two points of view. It will supply the social scientist with an exhibit of the methods employed by the "New Deal administrations" in making their programs effective—such as press releases, rules and regulations, public addresses, etc. Students of printing and those interested in the preservation of records will find that for this emergency period, the *Guide* reflects an extraordinary shift from printing on durable paper to near-printing on highly perishable paper.

A. F. KUHLMAN

UNIVERSITY OF CHICAGO

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*Internationale Bibliographie des agrarökonomischen Schrifttums.* By SIGMUND VON FRAUENDORFER. (Berichte über Landwirtschaft, Band 17, Heft 4, pp. 726-68.) Berlin: P. Parey, 1933.

In this number of *Berichte über Landwirtschaft* Dr. Sigmund von Frauendorfer, librarian of the International Institute of Agriculture in Rome, begins the publication of a bibliography of agricultural economics literature of world-wide scope, the continuation of which is to be found in succeeding numbers of the periodical.

There can be no question that a bibliography which attempts to cover the field of agricultural economics is of outstanding importance in view of the comparative infancy and growing importance of the subject in modern life. The compiler recognizes the difficulties of the task which he has set himself. Faced at the outset by two major problems, the exclusion of the unessential, the valueless, and the irrelevant on the one hand, and the inclusion of all that is pertinent and worth while on the other, he realizes the limitations of the individual mind in making such a choice, and admits that his decisions are open to criticism by the users of the bibliography.

Among the subjects which come within his range are land settlement, agricultural credit, co-operation, insurance, marketing, prices, taxation, land valuation, labor, agricultural bookkeeping, agricultural history, agricultural geography, legal questions connected with agriculture, agricultural education, and rural sociology. All languages are included, but in the case of those that are

less well known the material is very carefully selected unless the title and a summary of the contents are given in a more generally known language.

That the compiler cannot have access to all the literature that is published on agricultural economics in all languages is self-evident. He is to be congratulated on the amount of material that he has covered.

A glaring example of inconsistency should be pointed out. In the third instalment of the bibliography (*Berichte über Landwirtschaft*, Band 18, Heft 3/4) agricultural economics bibliographies Nos. 37, 38, 41, 42, 43, 44, 45, and 46 are listed under the author without mention of the issuing bureau, while Nos. 35 and 40 in the same series are listed under U.S. Bureau of Agricultural Economics.

The addition of annotations would undoubtedly enhance the value of the bibliography. But to expect that would perhaps be to ask a human being to perform a superhuman task.

A. M. HANNAY

LIBRARY  
U.S. BUREAU OF AGRICULTURAL ECONOMICS

*Population of the city of New York, 1890-1930.* Compiled and edited by WALTER LAIDLAW. New York: Cities Census Committee, Inc., and Columbia University Press, 1932. Pp. 316. \$2.50.

*Statistical sources for demographic studies of Greater New York, 1920.* Edited by WALTER LAIDLAW. New York: New York City 1920 Census Committee, Inc., and Columbia University Press, 1922. Pp. xlviii+819. \$2.50.

These are two volumes from which a competent student can mine a wealth of information on libraries, particularly if such information be related to trends of library circulation among the various branches of Greater New York.

Anything approximating a description of the volumes would be entirely out of place in these columns. They have been extensively reviewed by authorities on the Census. But the fact should be emphasized that the two volumes supply a sufficiently intimate picture of each population area to carry the branch librarian far in the formulation and checking of policies for book addition and circulation in the light of local population trends. The volumes are indispensable to any student of community reading or other social activities who has a healthy statistical respect for adequate samples. How adequate any sample taken from the city at large is may be readily checked by comparing the return with the total area by means of the census data supplied. It will therefore be a pity if the very richness and size of the volumes discourages students of community library problems in the New York area, or elsewhere, from using them for the great deal they are worth in the clarification of professional problems.

DOUGLAS WAPLES

GRADUATE LIBRARY SCHOOL  
UNIVERSITY OF CHICAGO

## BOOKS RECEIVED

The following publications have been received at the offices of the *Library quarterly*:

- An Analytical bibliography of modern language teaching, 1927-1932.* Compiled by ALGERNON COLEMAN. Chicago: University of Chicago Press, 1933. Pp. xiii+296. \$3.00.
- Broadcasting abroad.* Compiled by the UNION INTERNATIONALE DE RADIO-DIFFUSION, A. R. BARROWS, Secretary General. Chicago: University of Chicago Press, 1934. Pp. 104. 50 cents.
- Catalogue of dramatic portraits in the theatre collection of the Harvard College Library.* By LILLIAN ARVILLA HALL. Vol. III, L-R. Cambridge: Harvard University Press, 1932. Pp. 456.
- Classics of the Western world.* Edited by J. BARTLETT BREBNER and MEMBERS OF THE FACULTY OF COLUMBIA UNIVERSITY. Forewords by JOHN ERSKINE and EVERETT DEAN MARTIN. 2d ed., revised. Chicago: American Library Association, 1934. Pp. 128. \$1.00.
- Classified catalogue code.* By S. R. RANGANATHAN. Foreword by W. ERLAM SMITH. ("Madras Library Association publication series," Vol. IV.) Madras: Madras Library Association; London: Edward Goldston, 1934. Pp. xxiii+292. 10s. 6d.
- The Future of radio and educational broadcasting.* By LEVERING TYSON and JUDITH WALLER. Chicago: University of Chicago Press, 1934. Pp. 32. 25 cents.
- Instruction in the social studies.* By WILLIAM G. KIMMEL. ("National survey of secondary education," No. 12.) Washington, D.C.: Office of Education of the U.S. Department of the Interior, 1933. Pp. 105. 10 cents.
- The Library in the school.* 2d ed., revised. By LUCILE F. FARGO. ("Library curriculum studies.") Chicago: American Library Association, 1933. Pp. xiv+479. \$3.00.
- List of subject headings for small libraries compiled from lists used in nine representative small libraries.* 3d ed., revised and enlarged including a new section, *Practical suggestions for the beginner in subject heading work.* Edited by MINNIE EARL SEARS. New York: H. W. Wilson Co., 1933. Pp. xxcii+453. \$2.75.
- Low-pressure selling.* By JAMES A. WORSHAM. Bloomington, Illinois: Midwest Press, 1930. Pp. 223. \$2.50.
- Motion pictures in education in the United States.* By CLINE M. KOON. Chicago: University of Chicago Press, 1934. Pp. 106. \$1.00.

- The Museum and the community with a chapter on the library and the community. A study of social laws and consequences.* By PAUL MARSHALL REA. Lancaster, Pennsylvania: Science Press, 1932. Pp. xv+259.
- Notes on the Merrymount Press and its work.* By DANIEL BERKELEY UPDIKE. *A bibliographical list of books printed at the Press, 1893-1933.* By JULIAN PEARCE SMITH. Cambridge: Harvard University Press, 1934. Pp. 280.
- Provisions for individual differences, marking, and promotion.* By ROY O. BILLET. ("National survey of secondary education," No. 13.) Washington, D.C.: Office of Education of the U.S. Department of the Interior, 1933. Pp. 472. 40 cents.
- The Reorganization of secondary education.* By FRANCIS T. SPAULDING, O. I. FREDERICK, and LEONARD V. KOOS. ("National survey of secondary education," No. 17.) Washington, D.C.: Office of Education of the U.S. Department of the Interior, 1933. Pp. 423. 40 cents.
- Sächsische Landesbibliothek zu Dresden. Erwerbungen 1932/1933. Auswahl, mit Verfasser- und Schlagwortregister.* Dresden, 1933. Pp. 147.
- Selection and appointment of teachers.* By W. S. DEFFENBAUGH and WILLIAM H. ZEIGEL, JR. ("National survey of secondary education," No. 12.) Washington, D.C.: Office of Education of the U.S. Department of the Interior, 1933. Pp. vii+115. 10 cents.
- The Smaller secondary schools.* By EMERY N. FERRISS, W. H. GAUMNITZ, and P. ROY BRAMMELL. ("National survey of secondary education," No. 6.) Washington, D.C.: Office of Education of the U.S. Department of the Interior, 1933. Pp. 236. 15 cents.
- The Swastika. A study of the Nazi claims of its Aryan origin.* By W. NORMAN BROWN. New York: Emerson Books, 1934. Pp. 30. 25 cents.
- Topical index of population census reports, 1900-1930.* Prepared under the supervision of LEON E. TRUESDELL by OLIVE M. RIDDLEBERGER. Washington, D.C.: Bureau of the Census of the U.S. Department of Commerce, 1934. Pp. 76.
- Unsere Staatsbibliothek und die Bibliographie. Vortrag gehalten in der Vereinigung Berliner Bibliothekare.* By DR. JORIS VORSTIUS. Berlin: Von Struppe and Winckler, 1932. Pp. 15.
- What economic nationalism means to the South.* By PETER MOLYNEAUX. ("World affairs pamphlets," No. 4.) New York: Foreign Policy Association; Boston: World Peace Foundation, 1934. Pp. 28. 50 cents.

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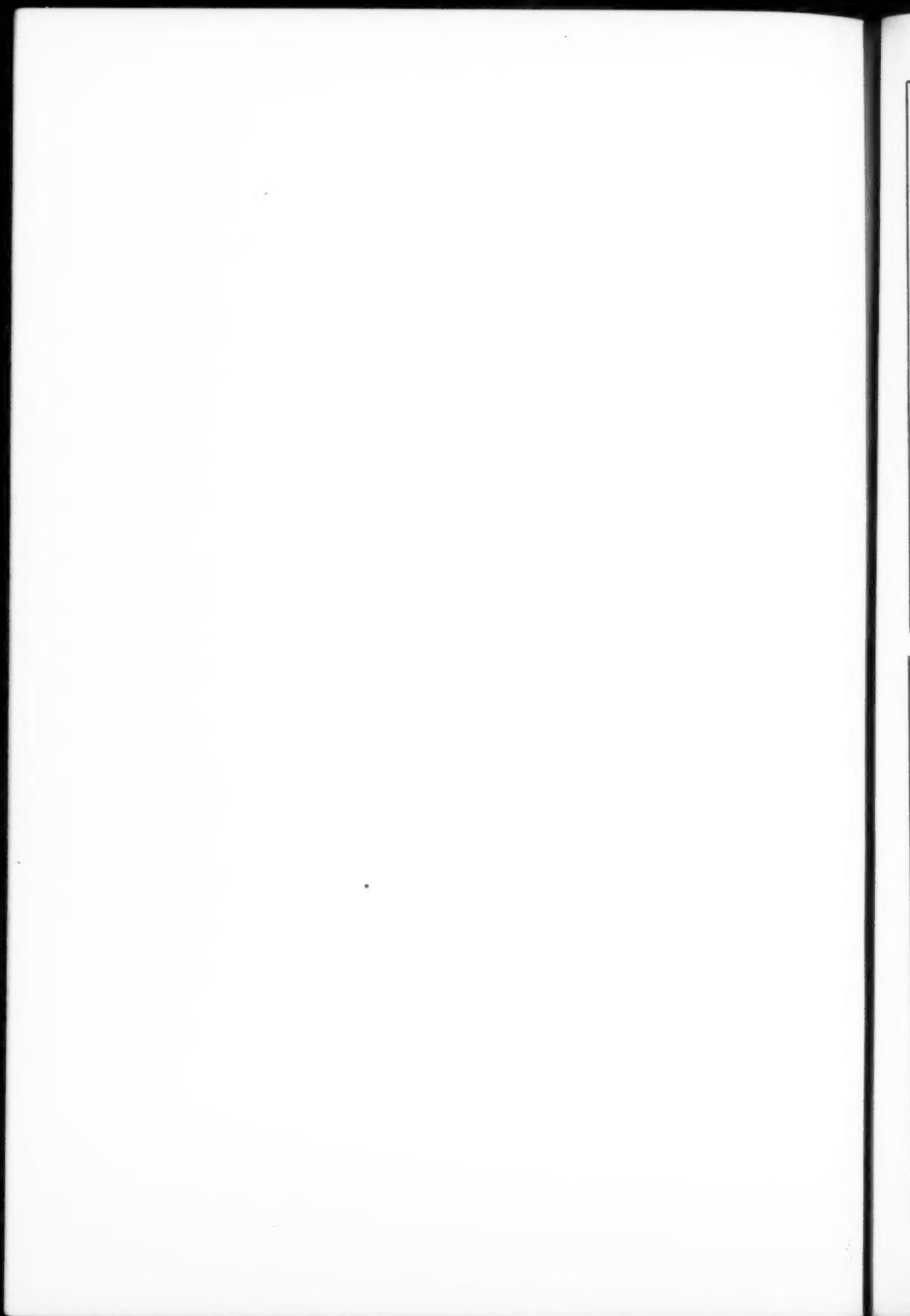
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